DOCUMENT RESUME

ED 163 329 CG 013 014

AUTHOR Severson, Donald W.; And Others
TITLE Wisconsin Career Guidance Model, 1977-1978.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE 78
NOTE 38p.; For related documents see CG 013 177

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Career Awareness; *Career Choice; *Career Education; Elementary Secondary Education; Manpower Development; Models; *Occupational Guidance; Program Development; *Social Behavior; *Vocational Education
IDENTIFIERS *Wisconsin

ABSTRACT

Critical elements of career development may be ignored unless systematic intervention is planned. The objectives to be achieved in the Career Guidance Model are grouped into five phases: (1) awareness of self and society with individual orientation/attitudes; (2) awareness of self-in-society; (3) individual selection orientation/valuing; (4) social planning; and (5) action behavior. The model may be used to evaluate effectiveness of current educational practices, to determine how to better organize existing practices, and to identify needed additional inputs. Included are synopses of theoretical publications concerning career choice and a bibliography of articles regarding the schools' responsibilities for career preparation. (BN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163329

WISCONSIN CAREER GUIDANCE MODEL

1977-1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Roth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG013014

Wisconsin Department of Public Instruction / Barbara Thompson, Ph.D., State Superintendent

Published by the Pupil Services Section, Division for Instructional Services, Wisconsin Department of Public Instruction. This monograph is part of a series related to aspects of pupil services staff and programs in Wisconsin.

Produced with funds made available through the Vocational Education Act — Guidance and Counseling; the Elementary and Secondary Education ACT — Guidance, Counseling and Testing; and, The Governor's Conferences on Partnerships in Career and Manpower Development.

PUPIL SERVICES STAFF

Robert C. Van Raalte, Assistant Superintendent for Instructional Services
Russell C. Mosely, Deputy Administrator
Richard R. Roth, Ph.D., Director, Pupil Services

Chet E. Bradley, Supervisor — Health Education
I. Lorraine Davis, Supervisor — School Social Work Services
William J. Erpenbach, Ph.D., Supervisor — Counseling and Guidance Services
Leonard W. Pennington, Supervisor — School Psychological Services
Donald W. Severson, Supervisor — Counseling and Guidance Services
Vacancy, Supervisor — Alcohol and Other Drug Abuse Education

ABOUT THE PUBLICATION

The *Wisconsin Career Guidance Model* and the accompanying *Wisconsin Career Guidance Resource Manual, Volume No. 1, 1977-1978* have been designed to assist school counselors and other school and community personnel in the organization and implementation of developmental programs in career guidance and career education. The publications are, therefore, dedicated to help facilitate the effective career development of young people and adults in our communities.

Users of these publications are requested to communicate with the WDPI regarding experiences with the materials. Additional volumes of the *Wisconsin Career Guidance Resource Manual* are planned. Recommended materials for inclusion in such publications are solicited from users.

WISCONSIN
CAREER GUIDANCE MODEL

1977-1978

DONALD W. SEVERSON, PROJECT DIRECTOR
PHILIP A. PERRONE, PROJECT WRITER AND COORDINATOR
JAMES L. LEE, PROJECT WRITER

Pupil Services Section, Dr. Richard R. Roth, Director
Division for Instructional Services, Robert C. Van Raalte, Ass't. Supt.
Wisconsin Department of Public Instruction — 126 Langdon Street
Dr. Barbara Thompson, State Superintendent, Madison 53702

Bulletin No. 9159

TABLE OF CONTENTS

WISCONSIN CAREER GUIDANCE MODEL

1977 — 1978

Background and Need 1

Wisconsin Career Guidance Model and Description 3

"Career Development and Career Guidance" 4

"Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education" 11

Developing a Career Guidance Unit or Program 13

Needs Assessment 16

Career Counseling: Excerpts and Summaries of Selected Readings 20

Theories of Vocational Choice and Development — A Synopsis 25

Schools' Responsibility for Career Preparation: A Selected Bibliography 31

Career in the American Culture: A Bibliography 32

Background and Need

In May, 1974, the task of developing a career guidance model and resource guide was begun. Suggestions were elicited from DPI consultants, UW System and Marquette Counselor Education Faculty and school counselors regarding the best way to proceed in eventually developing a career guidance guide. A broad-based advisory group was sought once the project was initiated with representation from educational administration, vocational education and counseling and guidance. Professor Phil Perrone became responsible for developing the model in consultation with the advisory group.

At the first meeting of the Advisory Committee it was determined that there was a need for a career guidance model that stood on a theoretical base that could be used by any school discipline that was interested in developing an instructional program. The *Career Guidance Model* is congruent with career education goals and programming and is consistent with tested guidance practices.

The Advisory Committee provided continual input regarding career guidance goals and implementation strategies. The Committee also critiqued existing career education and career guidance programs and models for ideas which would prove useful in the Wisconsin *Model*.

An ERIC search was conducted and after reviewing an abstract of each ERIC entry, all relevant resources were reviewed and evaluated by the project staff. A filing system was developed to order materials according to such topics as: state plans, community involvement, evaluation, etc. Materials outside ERIC were identified through screening bibliographies and eliciting suggestions from the Advisory Committee. Assembled packets of materials considered to be useful were regularly sent to Advisory Committee members for review.

Drafts of the proposed Career Guidance Model were prepared and distributed for input from the Advisory Committee which resulted in numerous revisions and modifications — each of which were resubmitted to the Advisory Committee for further review.

The *Model* has been presented for review to a variety of groups and individuals including the Wisconsin Association of Supervisors and Curriculum Directors; Wisconsin Personnel and Guidance Association; Wisconsin Department of Public Instruction supervisors and administrators in instruction, vocational education and guidance and counseling; the Interagency Task Force developing the Wisconsin State Plan for Career Education; UW-Madison Center for Adult and Vocational Education staff; UW-Madison Counseling and Guidance faculty; Dr. Bruce Shertzer, chairman of the National Advisory Council for Career Education; Dr. Kenneth Hoyt, Director of the U.S. Office of Career Education; and Dr. Norman Gysbers, President of the American Personnel and Guidance Association. In addition:

1. The Wisconsin Occupational Information System (WOIS) project was funded by the U.S. Department of Labor using a portion of the *Career Guidance Model* as its base.
2. The *Model* was the basis for a "Gifted and Talented" grant awarded to UW-Madison Department of Counseling and Guidance by the U.S. Office of Career Education which culminated in a series of three-day workshops in five regions of the United States.
3. The Model has been used by various members of the Advisory Committee for in-service of local educators and community members.
4. An Education Professions Development Act (EPDA) grant has been awarded to the UW-Madison Center for Adult and Vocational Education to demonstrate how the *Career Guidance Model* can be utilized in the preparation of teachers, counselors and administrators.

Members of the Advisory Committee are listed below.

James Bowman
Formerly — Building Director
of Guidance and Coordinator
of Career Education
Now — Assistant Principal
Memorial High School
Eau Claire

Alberta Cunningham
Counselor
Lincoln Elementary School
Wausau

Lenore Harmon, Professor
Educational Psychology
Counselor Education Area
University of Wisconsin-Milwaukee
Milwaukee

Gene Kyle
Career Guidance Coordinator
Racine Unified Schools
Racine

James Leffin
Guidance Director
Wausau West High School
Wausau

Ellen Meister
Formerly — Career Education Coordinator
Now — East Area Director
Madison Public Schools
Madison

Robert Meyer, Supervisor
Career Education
State Dept. of Public Instruction
Madison

Joseph Mezzano, Professor
Counselor Education Department
University of Wisconson-Oshkosh
Oshkosh

Jeanne Ode
Formerly — Project Director
Mobile Career Guidance
Now — Counselor
Hillcrest Elementary School
Ellsworth

Philip Perrone, Professor
Dept. of Counseling and Guidance
University of Wisconsin-Madison
Madison

Eileen Scott
Formerly — Guidance Director, Watertown Schools
Now — Area Coordinator, Madison Area
Technical College
Watertown Campus
Watertown

Don Severson
Supervisor
Counseling and Guidance Services
State Dept. of Public Instruction
Madison

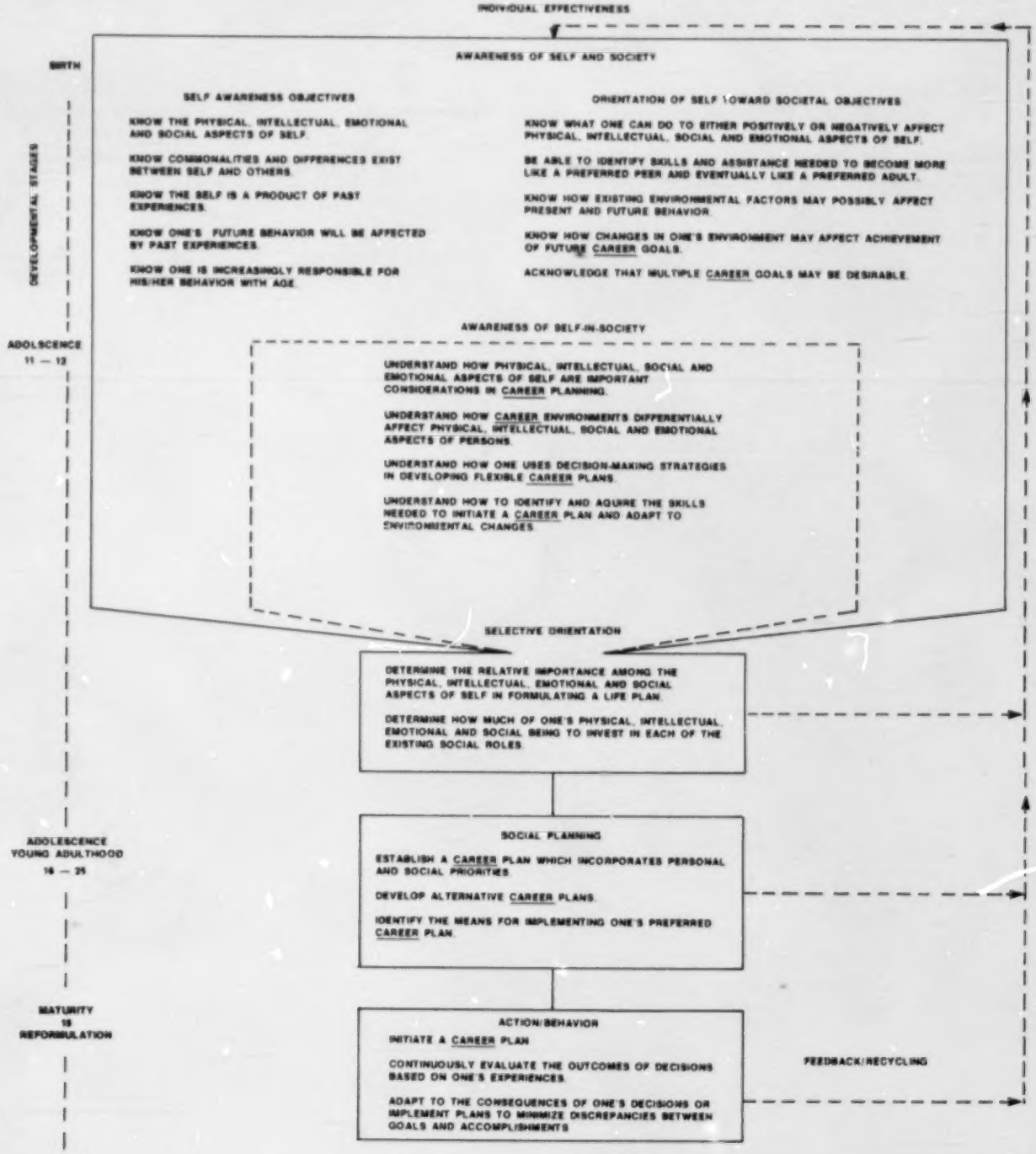
Patricia Soderberg
Formerly — Counselor, Westside
Elementary School, River Falls
Now — Director of Pupil Services
New Richmond

J. Patrick Wagner
Formerly — Professor,
Counselor Education
Now — Coordinator of Continuing Education
University of Wisconsin-Stout
Menomonie

A diagram of the *Career Guidance Model* and a brief explanation of the Model appear on the next few pages. Additional sections of this *Career Guidance Model* include: units on writing career guidance objectives, conducting a needs assessment, an abstract of John O. Crites' article, "Career Counseling: A Comprehensive Approach," a summary of the major theories of Vocational choice and development, and, bibliographies focusing on (1) The Schools' Responsibility for Career Preparation and (2) Career in the American Culture.

In a separate *Career Guidance Resource Manual* there are instructions on how to evaluate resource materials, a listing of career guidance implementation materials keyed to the objectives in the *Career Guidance Model*, and a listing of need assessment and evaluation materials also keyed to the objectives of the *Model*.

WISCONSIN CAREER GUIDANCE MODEL


INDIVIDUAL EFFECTIVENESS
BIRTH
DEVELOPMENTAL STAGES
AWARENESS OF SELF AND SOCIETY
SELF AWARENESS OBJECTIVES
KNOW THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF.
KNOW COMMONALITIES AND DIFFERENCES EXIST BETWEEN SELF AND OTHERS.
KNOW THE SELF IS A PRODUCT OF PAST EXPERIENCES.
KNOW ONE'S FUTURE BEHAVIOR WILL BE AFFECTED BY PAST EXPERIENCES.
KNOW ONE IS INCREASINGLY RESPONSIBLE FOR HIS/HER BEHAVIOR WITH AGE.
ORIENTATION OF SELF TOWARD SOCIETAL OBJECTIVES
KNOW WHAT ONE CAN DO TO EITHER POSITIVELY OR NEGATIVELY AFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF.
BE ABLE TO IDENTIFY SKILLS AND ASSISTANCE NEEDED TO BECOME MORE LIKE A PREFERRED PEER AND EVENTUALLY LIKE A PREFERRED ADULT.
KNOW HOW EXISTING ENVIRONMENTAL FACTORS MAY POSSIBLY AFFECT PRESENT AND FUTURE BEHAVIOR.
KNOW HOW CHANGES IN ONE'S ENVIRONMENT MAY AFFECT ACHIEVEMENT OF FUTURE CAREER GOALS.
ACKNOWLEDGE THAT MULTIPLE CAREER GOALS MAY BE DESIRABLE.
ADOLSCENCE
11 — 13
AWARENESS OF SELF-IN-SOCIETY
UNDERSTAND HOW PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF ARE IMPORTANT CONSIDERATIONS IN CAREER PLANNING.
UNDERSTAND HOW CAREER ENVIRONMENTS DIFFERENTIALLY AFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF PERSONS.
UNDERSTAND HOW ONE USES DECISION-MAKING STRATEGIES IN DEVELOPING FLEXIBLE CAREER PLANS.
UNDERSTAND HOW TO IDENTIFY AND AQUIRE THE SKILLS NEEDED TO INITIATE A CAREER PLAN AND ADAPT TO ENVIRONMENTAL CHANGES.
SELECTIVE ORIENTATION
DETERMINE THE RELATIVE IMPORTANCE AMONG THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF IN FORMULATING A LIFE PLAN.
DETERMINE HOW MUCH OF ONE'S PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL BEING TO INVEST IN EACH OF THE EXISTING SOCIAL ROLES.
ADOLESCENCE
YOUNG ADULTHOOD
16 — 25
SOCIAL PLANNING
ESTABLISH A CAREER PLAN WHICH INCORPORATES PERSONAL AND SOCIAL PRIORITIES.
DEVELOP ALTERNATIVE CAREER PLANS.
IDENTIFY THE MEANS FOR IMPLEMENTING ONE'S PREFERRED CAREER PLAN.
MATURITY
19
REFORMULATION
ACTION/BEHAVIOR
INITIATE A CAREER PLAN.
CONTINUOUSLY EVALUATE THE OUTCOMES OF DECISIONS BASED ON ONE'S EXPERIENCES.
ADAPT TO THE CONSEQUENCES OF ONE'S DECISIONS OR IMPLEMENT PLANS TO MINIMIZE DISCREPANCIES BETWEEN GOALS AND ACCOMPLISHMENTS.
FEEDBACK/RECYCLING

WISCONSIN CAREER GUIDANCE MODEL

Description

Career-relevant information impinges upon an individual from a number of sources. The information ranges from daily contacts with significant others to scattered inputs from persons and media. An individual selectively responds to these inputs based on past experiences, one's cognitive abilities and the unique manner by which one takes in and utilizes information.

Critical elements of career development may be ignored unless systematic intervention is planned. A primary function of a career guidance program is to identify and teach these essential elements. A career guidance program can be directed toward the specific social role of work but it must be accomplished through self development. The objectives to be achieved in implementing the *Career Guidance Model* are grouped into five phases which progressively build upon each other. The objectives are not considered all inclusive thus additional objectives should be written for particular populations (e.g., rural, minorities, etc.). The five phases are defined as:

I. AWARENESS OF SELF *AND* SOCIETY

INDIVIDUAL AWARENESS objectives stress knowing and being aware of aspects of self which are considered important for personal effectivenss.

B. INDIVIDUAL ORIENTATION/ATTITUDES are enduring, learned predispositions to behave in a consistent way. The objectives specify attitudinal dimensions considered important for personal effectiveness.

Self awareness begins forming prior to language development. The knowledge gained in this first phase underlies and flows through the remaining phases. The extent to which objectives *are not* achieved is the extent to which they will need to be re-examined and developed in later life situations.

II. AWARENESS OF SELF-IN-SOCIETY

These objectives stress understanding how to relate what is known about self and society to career planning.

To achieve these objectives and those in the last three phases the individual must be able to cognitively perceive abstractions. Developmentally this approximates Piaget's formal relation stage which begins around age 12. The age continuum depicted on the left of the diagram indicates the *earliest* developmental age that the competencies in Phase II are likely to be achieved. Some individuals may develop the necessary abstraction abilities earlier and others later.

III. INDIVIDUAL SELECTION ORIENTATION/VALUING

During this phase, worth is ascribed to particular aspects of self and society.

As the individual develops the competencies in the first two phases, he/she begins to develop personal and social priorities or values.

IV. SOCIAL PLANNING

The objectives in this phase represent the integrations of self awareness and social awareness in career planning.

Choosing a plan for implementing one's career goal is a value judgment made after considering the range of alternatives and the likelihood of achieving the various alternatives.

V. ACTION/BEHAVIOR

Objectives in this phase represent the carrying out of the learning and planning which has taken place in the first four phases.

The first objective, initiating a career plan, would include several specific behaviors some examples of which follow. The remaining objectives are evaluation and feedback objectives. *An individual may have to repeat any phase more than once as personal, economic and social conditions change.*

While the objectives are considered essential in order to implement a future career plan, the objectives also relate to current behavior. That is, being an effective student, family member and peer member rest equally well upon achieving these objectives. Educators can use the *Model* to evaluate the effectiveness of their current educational practices in determining how to better organize existing practices and identifying needed additional inputs.

Career Development and Career Guidance*

A National Vocation Guidance Association and American Vocational Association Joint Position Paper

INTRODUCTION

Much has been written in recent years about the concept of career development and its applications in various settings. These writings are scattered in a variety of books, professional journals, conference proceedings and unpublished papers, and reflect a diversity of opinion. Because of this, the American Vocational Association and the National Vocational Guidance Association felt the need to bring together in a position statement the basic elements of career development and

*Reprinted from the National Vocational Guidance Association *Newsletter*, Vol. 13, No. 1., October, 1973, pp. 5-8.

examine its potential for all of education, from kindergarten through adulthood.

To accomplish this, the associations established a joint commission in 1971 to prepare a position paper on career development. Commission members included W. Wesley Tennyson, chairman, William Bingham, Harry Drier, Charles Foster, Kenneth Hoyt, Doris Jefferies, David H. Pritchard, Robert A. Williams, Norman C. Gysbers (unofficial), Allan J. Miller (unofficial), Harold Reed (unofficial) and Donald Severson (unofficial). The group's recommended paper was reviewed and modified by the AVA Guidance Division's Policy and Planning Committee and the NVGA Board of Directors.

The resulting paper is a partial response to the need for a coherent policy in that it describes the concept of career development in general terms, but discussion of its application is limited specifically to the school setting. In discussing the application of career development to the school, however, it is important to understand that details, such as the nature of the delivery systems needed to implement this concept, are not covered in this paper. Such discussion is needed but is not within the scope of this paper.

The paper was officially adopted by the Board of Directors of the National Vocational Guidance Association in May, 1973. The Board of Directors of the American Vocational Association officially adopted it as an American Vocational Association Guidance position paper on career development in July, 1973.

A position paper such as this is the result of the work of many people and thus may not represent the opinion of any one individual or group. It was written to stimulate thought and discussion. Among the many uses this document has are the following:

- It can serve as a rationale for state and federal legislation on career guidance, counseling and placement.
- It also can serve as an aid in developing new programs or improving and extending existing programs at the state and local level.
- It can be used by federal, state and local educational personnel in pre- and in-service education.

PART I
The Process of Career Development

In order to be whole persons, men and women naturally must engage in activities they consider to be significant. The need to make judgements about using time and assuming roles recurs throughout life. A person formulates a career by continuously evaluating both what he wants to do with this life and the actions that will enable him to achieve his personal goals. Career development occurs as educational and vocational pursuits intereact with other life pursuits. It continues throughout life.

Career Development as Part of Human Development

As with other normal aspects of human development, career development is not totally dependent upon external forces or programs. Rather, it reflects a personal growth pattern that, in some respects, differs for each individual. However, certain common patterns of growth, coupled with individual variations, allow generalization about normal developmental patterns and career sequences.

Certain basic principles regarding human development apply whether one speaks about physical, emotional, intellectual, social, or career development. At least seven developmental dimensions are important in the design and implementation of programs for career development. These are as follows:

1. Development occurs during the lifetime of an individual. It can be described in maturational terms denoting progression through life stages and the mastery of developmental tasks at each stage. Although research evidence is lacking, it seems unlikely that intervention can substanially shorten this maturational process.

2. Individual development is influenced by both heredity and environment. Psychological, sociological, educational, political, economic, and physical factors affect development. Appropriate intervention strategies which focus upon these factors can influence the quality of individual development.

3. Development is a continuous process. Individual development can best be facilitated by intervention strategies that begin in the early years and continue throughout the life of the person. Programs which focus only at certain points or at certain stages in the individual's life will have limited effectiveness.

4. Although development is continuous, certain aspects are dominant at various periods in the life span. Programs designed to facilitate career development should account for the dominant aspects at given stages.

5. Individual development involves a progressive differentiation and integration of the person's self and his perceived world. Intervention strategies need to be designed to assist individuals during normal maturational stages of career development rather than to provide remedial assistance to individuals whose development has been damaged or retarded.

6. While common developmental stages can be observed and described during childhood and adult life, individual differences in progressing through these stages can be expected. Intervention programs should provide for these differences, making no assumption that something is "wrong" with those who progress at atypical rates.

7. Excessive deprivation with respect to any single aspect of human development can retard optimal development in other areas. Optimal human development programs are comprehensive in nature, not limited to any single facet. It is recognized that those who suffer from deprivation may require special and intensive assistance. Where deprivation is long term, short term intervention is not likely to be sufficient.

Building upon such principles as the foregoing offers the only assurance that a program of career guidance will have a constructive and educative influence in shaping human potential and providing the means for its expression.

Work Values as Part of Human Values.

Just as career development is a part of human development, the values a person formulates with regard to work and to himself as a worker are a part of his larger value system. Human values, including work values, begin to develop early in life. These values are influenced by society and by the attitudes and values held by family, associates, and peers. The educational institution, as an instrument of society, plays a decidedly important part in value formation and clarification particularly in the clarification of previously formed values that may not be fully understood. Through the clarification and formulation of values, an individual finds meaning, direction, and purpose in life and participates as a responsible citizen. The values a person formulates about workers and their work is a topic which needs the attention of those who set goals and priorities for education.

The United States was founded when the classical work ethic was universally held. That ethic embraced a number of work values, including the following:

1. All honest work possesses worth and dignity.
2. A man is known best through his achievements and what he contributes to society.
3. A task well done is its own reward.
4. A worker should do his very best at all times and not quit a job until it is finished.
5. Hard work is the best and surest route to occupational success.
6. The pride an individual can find in himself is derived, in large part, from the pride he finds through achievement in his work.
7. A man deserves nothing that he has not earned through his work.

These values and beliefs have played a fundamental part in national progress. In recent years, the emergence of some new values and a change in the relative importance of others is markedly altering the nature of jobs and organizations, and for many persons, their career development. These changes lead to a recognition that the United States is experiencing the evolution of a new epoch: the post-industrial era. In this present period of transition, it is difficult to speak with assurance about values and value positions. Several observations, however, seem to have validity.

First, for many workers, the classical work ethic no longer constitutes a viable set of work values. Although this ethic was eminently appropriate in the agrarian period when work was viewed as an essential prerequisite to indivudal survival, its base has been somewhat eroded. Today, technology increasingly provides for material needs and banishes somewhat the fear of scarcity.

Second, technological advances in industrial productivity, stimulated by both automation and cybernation, have created working conditions that have further eroded the bases for the traditional work ethic. This is particularly true for individuals engaged in assembly line jobs where tasks and responsibilities are narrowly defined and the worker is viewed and treated as an operating unit. While most employers would be pleased if the classical version of the work ethic were still regarded as meaningful by all employees, it is a fact that management decisions and assembly line techniques have affected worker motivation.

Third, the continuing substitution of mechnical and electrical energy for human energy in performing work will lead eventually to a somewhat greater emphasis on new career calling for adaptability, self-expression, and interdependence. With machines increasingly absorbing tasks and activities that are programmable, future industrial workers will function in situations where programming is not feasible and where a high degree of variability exists. For those who will pursue production-oriented careers, this change in job functions may lead to a revitalization of the traditional work ethic, though in modified form.

Fourth, as the nation moves into this post-industrial period, the provision of services will become increasingly important. An expansion of occupational opportunities in services is a natural consequence of automation and cybernation. The formulation of work values deeply rooted in a desire to help fellow humans may well motivate the career development of many individuals. Work viewed as service may assume a set of values that diverges considerably from those which underlie work conceived as a means to society's maintenance. Such services may still be offered for profit.

Many of the values which characterize the classical version of the work ethic remain alive and viable in the post-industrial period. Achievement, self-control, independence and delay of gratification are values that continue to hold great importance for many individuals, directing their vocational behavior and molding their career development. For others however, and particularly for some yong people, values of self-expression, interdependence, service, and search for meaning in work are playing a more prominent role in the way they structure their work lives. In facilitating career development, educators should not attempt to impose any particular set of work values on all. Yet education must provide each student with the opportunity to develop a comprehensive set of personal values upon which he can rely when making career plans and decisions. Today more than ever before, there is every reason to allow students to explore their own basic natures and to formulate career plans in keeping with their own values. Perhaps the single most important characteristic of the post-industrial era will be the tolerance it accords to the individual's human values.

The Meaning of Career

One may view "career" from several perspectives. In general, the term is defined differently depending on whether the viewer seeks to relate it to institutions, organizations and occupations, or whether he indends to relate it to persons. At one extreme is the equation of career and occupation, including the advances a person makes in his occupation. At the other extreme is the view that career denotes a general life pattern which includes virtually all activities. Some writers would delimit the latter interpretation by suggesting the major life domains which engage the individual in multiple roles —

e.g., worker, family member, community participant and leisure-time participant.

Between these two extremes, some sociologists and psychologists have used the term "career" to refer to the sequence of occupations, jobs, and positions held during the course of life. This definition may be applied in considering developmental movement through societal structures, but it conveys no sense of an active person interacting with his environment.

The position taken in this paper is that the term "career" means a time-extended working out of a purposeful life pattern through *work* undertaken by the individual. Career can easily be differentiated from the term "career development," which refers to the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual.

The meaning of the word "career" then, is directly dependent upon the meaning attached to the word "work." Work, as conceived for this paper, may be defined as an expenditure of effort designed to effect some change, however slight, in some province of civilization. It is not simply an arbitrary or gratuitous action, but something which, from some viewpoint within society, *ought* be be done. The concept carries the intention that human effort will lead to an improvement of the individuals' own condition or that of some element of society.

Viewed in this way, work is not directly attached to paid employment. It may also include efforts of an educational or a vocational nature. Thus, for work, as well as certain elements of leisure undertaken to benefit society or which contribute to a sense of individual purpose and achievement, are included in this definition.

While these definitions provide a framework for the educator who will facilitate career development, it must be emphasized that a person's career does not unfold independently of other areas of his development. Ultimately the educator, whatever his title, must concern himself with the total development of a person, and this implies a consideration of how work and career mesh with other life pursuits in a reasoned style of living.

Freedom to Choose

A basic value, rooted deeply in moral heritage, political philosophy, and the traditions of society, is the concept of individual freedom and responsibility. The strength of this nation in the past has rested in part upon the natural differences in individual talents and the freedom of each individual to develop and express his talents in a unique way. The theory underlying career development is consonant with this fundamental democratic value. Preservation of the individual's integrity disavows any type of prescriptive guidance which commits the individual to particular directions. Individuals, however, must be made aware of the values society places on different talents and the relative demand for different kinds of talents.

PART II
Career Guidance as an Intervention Process

The Need for Career Guidance

Today there are many social factors which converge to stimulate an interest in the career development needs of persons of all ages. Some of these are as follows:

1. Growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.
2. Ever more rapid technological change demanding human adaptability and responsiveness.
3. Increasing national concern with the need to develop all human talent, including the talents of women and minorities.
4. An ardent search for values which will give meaning to life.
5. The need for specialized training to obtain entry jobs.
6. The apparent disenchantment expressed by students who have difficulty relating their education to their lives.

Each of these factors impinges on the individual in ways that make achieving self-fulfillment more difficult.

In the past, some managerial personnel in business and industry have held a "non-careerism" attitude which viewed the typical job as an isolated event in a person's life. Whether this attitude is tenable in the post industrial period is seriously questioned today. The evolving view is that a job should be considered a stage in an integrated, life-long career — a step on a career lattice which involves both horizontal and vertical dimensions. On the horizontal level it involves patterns of choice at one point in time, such as: "Should I combine employment with study? Or should I engage in volunteer work along with my employment?" Vertically, it involves choices along a time line, such as: "How do my options or behavior at this point relate to options or behavior in the near, intermediate or distant future?" As new questions are raised about the opportunities work provides for learning and self-development, the need for expanded programs of career guidance becomes apparent.

The Nature of Career Guidance

The nature of guidance for career development cannot be viewed as a static, tradition-based set of related services that assist individuals in making single occupational choices. The content of any career guidance program must be developed from initial assessment of the present and future career development needs of the individual; it must also account for impinging environmental factors that could affect the development and fulfillment of career expectations. Career guidance content can be organized in many ways to facilitate the individual's development. Whatever its form, the program should encourage the individual to assume responsibility for his own career development.

A career guidance program assists the individual to assimilate and integrate knowledge, experience and appreciations related to the following career development elements:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.
2. Understanding of the work society and those factors that affect its constant change, including worker attitudes and discipline.
3. Awareness of the part leisure time may play in a person's life.
4. Understanding of the necessity for and the multitude of factors to be considered in career planning.
5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

An illumination of these content areas may include career guidance experiences to insure that each individual:

- Gathers the kinds of data necessary to make rational career decisions.
- Understands the necessary considerations for making choices and accepts responsibility for the decisions made.
- Explores the possible rewards and satisfactions associated with each career choice considered.
- Develops through work the attitude that he is a contributor to life and the community.
- Determines success and failure probabilities in any occupational area considered.
- Explores the possible work conditions associated with occupational options.
- Shows an understanding of the varied attitudes toward work and workers held by himself and by others.
- Recognizes how workers can bring dignity to their work.
- Considers the possible and even predictable value changes in society which could affect a person's life.
- Understands the important role of interpersonal and basic employment skills in occupational success.
- Classifies the different values and attitudes individuals may hold and the possible effects these may have on decisions and choices.
- Understands that career development is lifelong, based upon a sequential series of educational and occupational choices.
- Determines the possible personal risk, cost, and other related consequences of each career decision and is willing to assume responsibility for each consequence.
- Systematically analyzes school and nonschool experiences as he plans and makes career-related decisions.
- Explores the worker characteristics and work skills necessary to achieve success in occupational areas under consideration.
- Identifies and uses a wide variety of resources in the school and community to maximize career development potential.
- Knows and understands the entrance, transition and decision points in education and the problems of adjustment that might occur in relation to these points.
- Obtains necessary employability skills and uses available placement services to gain satisfactory entry into employment in line with occupational aspirations and beginning competencies.

Responsibilities for Facilitating Career Guidance

Effective implementation of career guidance in an educational setting necessitates that guidance leadership identify not only what has to be accomplished, but who has the capabilities for coordinating and delivering specific program elements. This is of particular importance if the education establishment is to reduce the past confusion and mis-interpretation of who holds responsibilities for career guidance and when it should be accomplished. To some, career guidance means merely a body of content in which volunteers participate at will; others see its functions as solely those of the professionally prepared school counselor. Obviously, neither of these viewpoints is correct. A clear identification of those persons who have primary, secondary, and shared roles and responsibilities in meeting student career development needs is urgently required.

To assure program quality, consistency and sequence, some one person must be assigned responsibility for overall coordination of the career guidance program. The competencies needed by that person include the following:

1. A thorough understanding of career development theory and research.
2. Group process, human relations and consultative skills.
3. A knowledge of curriculum and how curriculum is developed.
4. An understanding of the relationship between values, goals, choices and information in decision-making.
5. A knowledge of the history of work and its changing meanings.
6. An understanding of the changing nature of manpower, womanpower and economic outlooks.
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of the school, the community and the home.

It is the position of this paper that the guidance specialist possesses many of these qualifications and is in a position to coordinate the career guidance program. Other educational personnel having these qualifications also are in a position to coordinate the program.

The advent of career education has focused the interest of school people upon the career development needs of young people and has provided an opportunity for all educational personnel to extend their involvement. Career guidance, to be functional in meeting the career development needs of today's population, must be planned only after accounting for the needs of those to be served and the impinging environmental conditions that exist. This means, then, that the combined skills of the guidance team, vocational educators, academic teachers, administrators, parents, peers and others in the individual's environment need to be identified and appropriate learning experiences provided to make full use of the contributions they can provide. For descriptive purposes these role definitions will be discussed under the headings guidance specialists,

vocational educator, academic teacher, principal, peers, and employers and other community members.

Guidance Specialists

The guidance team has appropriate understandings and competencies to serve as facilitator and change agent in (1) assisting in school curriculum development and instructional methods, (2) assisting the individual in his career development, and (3) communicating with parents and others. The guidance team is composed of a number of specialists including, but not limited to, education personnel with the following titles: Elementary Career Development Specialist, Elementary Counselors, Junior Career Exploratory Teacher, Orientation and Group Guidance Specialist, Occupational and Educational Information Specialist, Job Placement Specialist, Post-Secondary Student Personnel Workers, Guidance Counselor, Cooperative Work Experience Coordinator, Vocational Appraisal Specialist.

The responsibilities of the guidance team can be classified as follows:

A. Program Leadership and Coordination
   1. Coordinate the career guidance program.
   2. Provide staff with the understandings necessary to assist each student to obtain a full, competency-based learning experience.
   3. Coordinate the acquisition and use of appropriate occupational, educational and labor marekt information.
   4. Help staff understand the process of human growth and development and assess needs of specific individuals.
   5. Help staff plan for sequential student learning experiences in career development.
   6. Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.
   7. Identify and coordinate the use of school and community resources needed to facilitate career guidance.
   8. Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.
   9. Coordinate a job placement program for the school and provide for job adjustment counseling.
   10. Provide individual and group counseling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledges, understandings, skills, and appreciation as they grow and develop throughout life.

B. Student Direction
   1. Help each student to realize that each person has a unique set of characteristics and that, to plan realistically, each must appraise himself fairly.
   2. Enable each student to make use of available assessment tools and techniques in examining his personal characteristics.
   3. Assist students in identifying realistic role models.
   4. Assist students in developing the employability skills necessary for entry into employment where opportunities exist.

Vocational Educators

Vocational educators carry many of the same responsibilities as guidance specialists in facilitating the career development of students who are enrolled in vocational education courses. Their unique contributions to a comprehensive career education program may include the following:

1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.
2. Identify and recruit resource persons in the employment community to assist in the school program.
3. Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate "hands on" types of activities in their courses.
4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.
5. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.
6. Provide students with information about vocational offerings and guidance specialists with information about the kinds of careers for which students are prepared.
7. Assist students enrolled in vocational programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.
9. Assist students in identifying a wide range of occupations for which their vocational instruction is applicable.
10. Encourage employers to assist in expanding student awareness of career opportunities.
11. Arrange observation activities on part-time employment for students and school staff to help them learn more about occupations and work settings.
12. Participate in the planning and implementation of a comprehensive career education program.

Academic Teachers

The academic teacher also has a vital set of responsibilities in career guidance which require the ability to accomplish the following:

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.
3. Provide group guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements.

4. Help parents understand and encourage the career development process as it relates to their children.
5. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.
6. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.
7. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.
8. Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
9. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his capabilities and expectations.
10. Provide, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment.

Principals

The principal carries ultimate responsibility in his building for the guidance program. More specifically, his responsibilities are as follows:

1. Provide active encouragment and support of the program.
2. Espouse the idea of career guidance as a responsibility of each staff member.
3. Commit himself to experimentation and flexibility in program and curriculum.
4. Arrange for in-service education of staff in career guidance and human relations.
5. Organize and encourage the development of a career guidance committee composed of staff members, students, parents, and community leaders.
6. Provide necessary personnel, space, facilities and materials.
7. Encourage constant evaluation and improvement of the program.

Community Members

Although school staff members are extremely important in assisting youths in their career development, there are other persons who also provide valuable assistance. They include parents, peers and other community members.

1. *Parents* — Without question parents can and should be the most influential role models and counselors to their children. Having some measure of direct control over the environment in which their children have been reared, they have the unique opportunity to expose them to experiences appropriate for self-fulfillment. As their children enter public education, parents share, but do not give up, the responsibility for their development. Parents who take full advantage of the information given them by school staff members concerning the interest, aptitudes, failures and achievements of their children, can use this background of information to provide the following career guidance and counseling:

a. Assistance in analyzing their children's interests, capabilities and limitations.
b. Explanations of the traits required, and working conditions and life styles of workers in work areas with which they are most familiar.
c. Discussion of work values developed as a result of past experiences and of the consequences they have experienced.
d. Discussions of the economic condition of the family as it applies to the children's education and training needs and assistance in planning a course of action.
e. Help in using the knowledge, experience, and services of relatives, friends, fellow workers and other resources in exploring the world of work and in planning and preparing for their children's role in the work society.
f. Provision of a model and counseling to their children during critical developmental periods of their lives in an attempt to have children establish and maintain postive attitudes towards themselves and others.
g. Exemplification of the attitude that *all* persons have dignity and worth no matter what their position in the world of work.
h. Provision of situations that allow children to experience decision-making and to accept responsibility for the consequences of their decisions.
i. Maintenance of open communication between school and home so that the experiences of both settings can be used in meeting student needs.
j. Provision of opportunities for children to work and accept responsibility of the home and community.

2. *Peers* — As youths establish and experience interpersonal relationships with their peers, they need to understand how to analyze and use these experiences in their career development. A person's friends and associates have an intense effect upon his values, attitude formation and career expectations. Opportunities should be provided to allow young persons to share their ideas with each other.

The guidance team is in a particular strategic position to capitalize upon the influence that young persons may have upon each other. Research is beginning to demonstrate that peer influence can be harnessed and directed to contribute to the favorable development of youth. The strategy involves teaching selected youngsters certain skills of counseling and human relations and then using these young persons in a para-professional capacity. The use of this or similar strategies will enable youth and young adults to accurately perceive the challenges and responsibilities of being an active member of the school's guidance team.

3. *Employees and Other Community Members* — As contemporary schools open their doors to allow for expanded community involvement, it is appropriate to discuss the possible roles members of the community

may play. Employers, employees, clergy, retired workers, community agency personnel and others should be viewed as potential guidance team members. Educators and parents must be ready and willing to team up with other community members, especially when they find a child needs specialized information or assistance related to career development. Employers should provide work stations and observation experiences and be available as career speakers for school programs. Industry and business should demand a significant role in the education of youth, rather than the token role they've had in the past. Since employers can provide actual work settings, staff who understand the traits of workers, and skill competencies needed for entry jobs and job retention, it would be tragic if education failed to utilize this resource.

Career guidance specialists, working in cooperation with vocational educators, can do much to encourage full use of all community resources available for the career development of young people.

An American Personnel and Guidance Association Position Paper
December, 1974
Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education

The Association recognizes that the methodologies employed in career education vary in focus, scope and magnitude. The Association endorses comprehensive career education activities centered upon career development that integrate the participation of educators with that of business, industry, labor and community personnel. This approach views work and human development resources available in the broader community as important components of career education.

The American Personnel and Guidance Association recognizes and supports the concept that role statements can be formulated most appropriately for individual practitioners employed in specific settings. Thus, it is not possible or appropriate to formulate universal statements about their career guidance role in career education that are highly specific and/or restrictive.

The practitioner's assumption of an active career guidance role in career education programs is vital. The following set of counselor role statements is endorsed by the American Personnel and Guidance Association as appropriate and necessary for the conduct of career education in any setting.

1. *Provide leadership in the identification and programmatic implementation of individual career development tasks.* The Association supports career education that is organized around identified career development tasks facing individuals.

2. *Provide leadership in the identification, classification and use of self, educational and occupational information.* The crucial importance for comprehensive collection, careful organization and appropriate use of such information is affirmed here. Additionally, the Association supports practitioner efforts to share such information with other personnel who are participating in career education programs.

3. *Provide leadership in the assimilation and application of career decision making methods and materials.* The Association supports practitioner efforts to involve other personnel in the use of career decision making strategies.

4. *Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons and to females.* The Association views career education as a vehicle for use in the human rights movement and believes the career guidance practitioner represents the most appropriate person to provide leadership and direction in this effort.

5. *Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision making.* The Association recognizes the need to use a wide variety of simulation and experiential activities as career assessment procedures to supplement the more traditional individual appraisal procedures. The career guidance practitioner is the professional qualified to guide the development and utilization of such procedures in the total career education process.

6. *Provide leadership in emphasizing the importance and carrying out the functions of career counseling.* Protection of freedom of choice for the individual rests upon self understanding as the basis for educational and occupational decision making. Thus the crucial importance of counseling, individually and/or groups, is viewed by the Association as a fundamental element in the formulation and operation of career education. The necessity for professionally prepared career guidance practitioners being assigned primary responsibility for counseling is asserted here.

In addition to these six inseparable leadership roles, career guidance practitioners should be active participants in several other key career education activities. Whether viewed in a leadership or a participatory sense, it is essential that these specialists be actively involved in the following functions:

1. *Serving as liaison between the educational and community resource groups.*

2. *Conducting career guidance needs assessment surveys.*

3. *Organizing and operating part-time and full-time*

educational, occupational and job placement programs.

4. Conducting follow-up, follow-through and job adjustment activities.

5. Participating in curriculum revision.

6. Participating in efforts to involve the home and family in career education.

7. Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele as appropriate.

Implications for Members and the Association

The functions outlined above have implications for career guidance practitioners and for the Association. The changes in behaviors and practices of practitioners called for are far reaching and profound. In order to achieve such changes, massive in-service education must take place. Additionally, changes must be made in the educational programs that prepare the practitioner. Both of these efforts will require substantial investment of dollars, time, and energy. The American Personnel and Guidance Association commits itself to legislative efforts aimed at obtaining these resources.

In general, it is the Association's intent to:

1. Support career education and actively champion it at federal, state, and local levels.

2. View the career guidance practitioner as a key, pivotal professional in career education.

3. Encourage the increasing use of paraprofessional or support personnel supervised by career guidance practitioners in career education.

4. Join in efforts aimed at providing in-service education for career guidance practitioners in the area of career education. It is the position of the Association that, with institutes and workshops, practitioners employed currently can increase their career guidance competencies and understandings required for effective participation in career education. The Association does not support the creation of a new specialty called the "Career Education Counselor". It is the position of APGA that it is preferable to include an expanded career development and guidance emphasis as a part of existing counselor education programs.

5. Support efforts aimed at changing counselor education programs in ways that advance sound career education practices.

6. Endorse and pledge support to the teamwork philosophy inherent in career education and the concomitant belief that career guidance practitioners should assume active roles as team members in career education.

7. Represent career guidance practitioners as one of several kinds of professional personnel who should be seriously considered to coordinate and direct system-wide career education efforts.

8. Encourage the installation of career guidance activities in support of career education in settings that influence career development.

The American Personnel and Guidance Association recognizes the existence of the widely differing views held by its members with respect to career education. It encourages each APGA member to reflect carefully on the philosophical basis and substance of career education and to develop an individual point of view which will guide the member's professional actions in career education.

WISCONSIN CAREER GUIDANCE MODEL

Developing a Career Guidance Unit or Program*

Participant GOALS:

To familiarize participants with factors involved in preparation and implementing of units or programs in career education and career guidance and to offer resources and models to assist them.

Procedure:

The Career Guidance Implementation and the Assessment/Evaluation bibliographies contained in the *Wisconsin Career Guidance Resource Manual, Volume No. 1, 1977-1978* are keyed to objectives in the *Wisconsin Career Guidance Model*. These bibliographies, which should be updated annually, consist of programs, materials and methods which can be used in developing career education and career guidance units or programs.

When beginning to develop programs, a technique such as a force-field analysis should be used to help participants identify appropriate objectives for implementation in their school.

Upon choosing a broad objective or objectives from among those contained in the *Model*, more specific measurable objectives should be developed by each participant. (See Developing Measurable Objectives which follows.(The next step is for the participant to use the broad objective to locate appropriate materials in the *Resource Manual* (see User Instructions). The specific objectives will be useful in choosing the most appropriate materials from the identified group. The career guidance unit or program should contain both a needs assessment and evaluation. Consequently, a need assessment/evaluation bibliography follows the implementation bibliography in the *Wisconsin Career Guidance Resource Manual, Volume No. 1.*

Time may be allotted to provide participants with feedback on the career education or career guidance unit they develop. This might also be the appropriate time to review with them modes which they might use in presenting their units/programs to a faculty or school board.

Developing Measurable Objectives:

1. Student Performance Objectives
   Statements describing what the student (learner) will *do* following successful completion of instruction. A description of what observable student performance or products will be displayed by a successful learner.
2. Program Objectives
   Statements describing program targets such as staff utilization, facility utilization, student attrition, student placements, unit cost, etc.

Student performance objectives are the basis for instructional decisions.

A Suggested Model: (Popham & Baker, *Establishing Instructional Goals*. 1970. Englewood Cliffs, N.J.: Prentice-Hall)

WRITE STUDENT PERFORMANCE OBJECTIVES	How should students perform following successful completion of the unit, course or program?
PRE-ASSESS STUDENT PERFORMANCE IN TERMS OF OBJECTIVES	How well can students perform as described in objectives? (Usually this is done at the beginning and may indicate the objectives should be revised — Set up or down.)
SELECT LEARNING ACTIVITIES TO ACCOMPLISH OBJECTIVES	What learning activities will promote student performance described in objectives?
EVALUATE STUDENT PERFORMANCE AGAINST OBJECTIVES	Can student perform as described in the objectives?

What Are The Components of a Measurable Objective?

Measurable objectives, whatever their use, have three basic components:

1. *Outcome Statement:*
   A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought.

*Developed by Dr. Phil Perrone, Department of Counseling and Guidance, University of Wisconsin Madison.

2. *Conditions:*
   A statement of the circumstances under which the outcome will be observed or measured.
3. *Criteria:*
   The standards — levels, or quality of outcome being sought — that, when achieved, will identify acceptable attainment of the outcome.

Before beginning the actual writing of objectives, it is also important to understand that there are different categories of objectives as well as different levels of objectives. These categories or domains of instructional objectives are:

1. Cognitive — those objectives concerned with the intellectual processes of the student.
2. Affective — those objectives dealing with attitudinal, emotional and valuing behaviors of the student.
3. Psychomotor — those objectives concerned with skill performance of the student.

Within each domain there are various levels of which objectives can be written. However, the domain most widely used to illustrate and compare levels of objectives is the cognitive. The six levels of the cognitive domain are: (1) knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. These levels suggest that objectives calling for recall (knowledge) represent the lowest level of cognitive performance. Conversely, objectives written asking the students to make comparisons and judgments (evaluation) require the highest level of cognitive performance.

QUESTIONS USEFUL IN ANALYZING OR IDENTIFYING EACH COMPONENT OF A MEASURABLE OBJECTIVE:

1. Answer these questions yes and your outcome statements are appropriate.

   A. Does your statement specify what activity, ability, skill or attitude is to be achieved?
   B. Is your statement a short description sentence containing "action" verbs?

2. Answer thse questions yes and your conditions statements are appropriate. Does the statement indicate (if relevant):

   A. Time limits of performance
   B. Place of performance
   C. With what materials or equipment (tools, clothing, etc.)
   D. Under what special constraints (limitations given, job aids, environmental conditions, etc.)

3. Answer these question yes and your criteria statements are appropriate.

   A. Is there a statement of how well the outcome (quality) should be achieved?
   B. Does your statement clearly indicate how many aspects (quantity) must be achieved to obtain "minimum required success" level?
   C. Are the following qualifications stated (if relevant)?
      1. The time allowed to complete activity or performance called for in the outcome statement.
      2. The number, percentage, proportion of successful attempts required.
      3. The results that will be considered acceptable.

STUDENT PERFORMANCE OBJECTIVES WORKSHEET

Grade Level _____

Example typed in.
Write one of your own in the bottom half and evaluate it using the criteria on the previous page.

TASK OR OUTCOME STATEMENT	ACTIVITIES	CRITERIA
Students will become aware of the social and psychological aspects of self.	Use the resource guide distributed in class.	The student will be able to discribe: several physical characteristics (height, weight, dexterity); their social roles (family, friend, student, etc.); and the principal psychological aspects of self (interests, abilities and values-needs).

WISCONSIN CAREER GUIDANCE MODEL

Needs Assessment*

Background and Statement of the Problem

As a first step in organizing and implementing a career guidance program it is necessary to determine where students are in relation to where it is perceived they should be in their career development. This discrepancy analysis is the framework around which one can develop a needs assessment program.

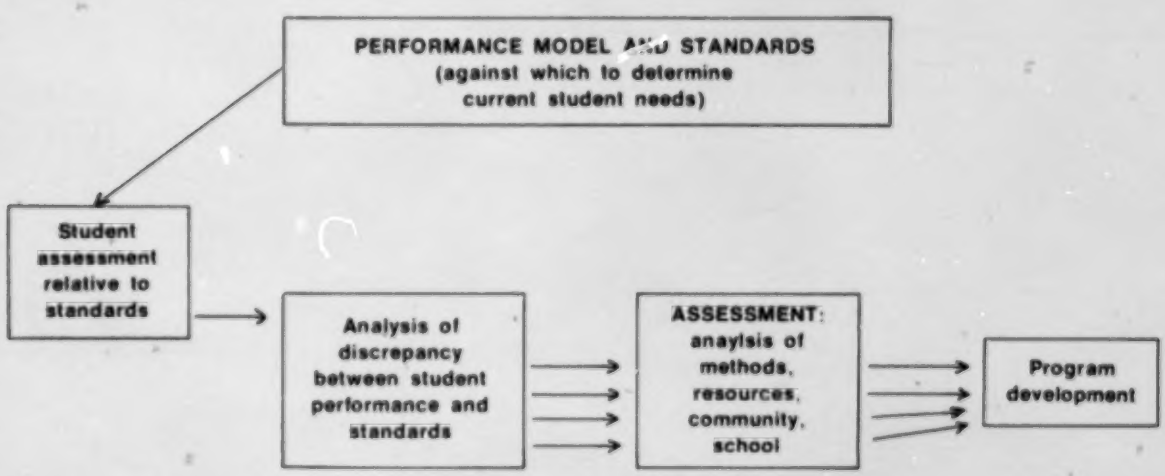
The discrepany between where they ought to be and where they are represents their "needs." These needs should serve as the basis to develop program goals. For example, if the program standards maintained that students entering ninth grade should know at least five occupations in ten clusters, and assessment determined that a significant number of students knew five in only two clusters, one of the program goals would be to eliminate this discrepancy.

Standard minus Observation = Discrepancy - - - - - - - - Program Goal

On the surface, this appears to be a very straightforward task. However, a number of preliminary questions need to be asked: (1) What are appropriate standards for students in this community? (2) What is the optimum method for assessing needs in relation to this standard? (3) What would or should constitute a significant discrepancy relative to the standard in question? (4) Where, in terms of priority, does this discrepancy stand relative to all discrepancies delineated? (5) Are there feasible methods and available resources to attack this discrepancy? and (6) Is addressing this discrepancy politically acceptable?

More than a survey of students is needed. Also mandatory is an assessment of methods, resources, and significant others in both the school and the community. These significant others include parents, teachers, administrators and community leaders. Support from significant others is needed if the career development program is to change school policy or lead to reallocation of resources.

Once needs are assessed, human and physical resources determined, and attitudes and values of significant others described, program planning can begin. Following is a diagram representing the necessary phases of needs assessment.


PERFORMANCE MODEL AND STANDARDS
(against which to determine
current student needs)
Student assessment relative to standards
Analysis of discrepancy between student performance and standards
ASSESSMENT: anaylsis of methods, resources, community, school
Program development

*Developed by John Hartz and Sue Kosmo, Wisconsin Vocational Studies Center, University of Wisconsin-Madison.

Client Assessment

Some questions to consider: Who do you assess? What do you assess? When do you assess? How do you assess? How do you handle the data you obtained and feed it back into the system and to the students?

Who do you Assess?

If the program is K-12 and oriented toward developmental tasks (See Wisconsin Career Guidance Model), it is important to gain information on the developmental status of all students. In addition, since the ultimate goals of the program are to prepare people for their post-school expereinces, it is also important to survey those who have left school either by graduating or dropping out.

CURRENT STUDENTS. Assessment of current students helps determine both where they are on the career development ladder and the value of programmatic efforts to meet their career development needs. In essence, once a career development program begins, assessment of students becomes a means to evaluate programs and methods.

SCHOOL LEAVERS. By including dropouts, transfers, and graduates in assessment efforts, we obtain the real "proof of the pudding." Since career guidance programs are directed at promoting career maturity, including facilitating the transition from school to work or other acceptable alternatives, we can determine the degree to which we achieve our ultimate goals. These people provide us with feedback on the overall value of the program and keep us current on new and emerging needs.

What Do You Assess?

What you are to assess depends on the developmental goals of your program. If specific needs have been addressed programmatically, assessment should certainly include these. However, students should also be assessed relative to overall development criteria in order that additional needs can be identified and student development recorded. Essentially, assessment monitors development.

When Do You Assess?

When you assess depends on the program mode. If career development is viewed as a continous process beginning at birth and perhaps never reaching an ultimate culmination, assessment can take place any time. For assessment to take place, standards are needed against which results can be compared.

The foregoing presupposes the existence of a program designed to facilitate career development. If none exists, assessment should precede the inauguration of such a program. Unless this is done, resources may be used inappropriately, and needs may be ignored. When new programs have been implemented, reassessment should be conducted to evaluate them.

PRIOR STUDENTS. If the program states or implies lifelong impact, assessment of program goals would entail lifelong follow-up of former students. This is not feasible. So, state goals which are attainable during a feasible time period. For example, if one of the program goals is to have students possess the requisite skills to obtain employment, determining whether or not they possess these skills. The time to obtain this information for both evaluation and feedback purposes would be at the point where a significant number had recently engaged in work-seeking behavior. Therefore, a one-year follow-up would seem to be appropriate.

How Do You Assess?

Assessment is to determine overall group needs in preparation for programming. It can be distinquished from individual inventory or testing in preparation for counseling because in this vein assessment is a group rather than an individual affair. We are not primarily interested in where Janey and Billy are relative to where they ought to be, but in the general group needs relative to some standards. Assessment in this genre does not involve the delicacy or preciseness that individual inventory requires. What we need is a general picture of the group's developmental needs. And we need to acquire this picture in an optimally cost effective way. A straightforward questionnaire appears to be most appropriate when the following factors are considered:

1. Cost — assessment could require extensive use of standardized measures. These are expensive.
2. Norms — in many schools the student population may differ radically from the groups on which the standarzied instruments were normed.
3. Time — to explore all of the domains of interest through standardized measures would be inordinately time consuming.
4. Localization — locally constructed surveys do not require the specificity of administrative conditions.
5. Administration — questionnaire surveys do not require the specificity of administrative conditions.
6. Scoring — many standardized procedures require machine or computer scoring, increasing the cost and creating a time lag.
7. Interpretation — the use of diverse standardized measures would require a difficult synthesis in order to make the data meaningful.
8. Interpretation to students — we live in a time when standardized instruments are frequently viewed as revealers of truth; this makes interpretation of standardized results difficult at best.

While questionnaire surveys seem to be most feasible for global assessment, if intensive assessment or evaluation of a particular facet of career development is needed, then selection of an appropriate standardized instrument would perhaps be better. The problem involves identification of the appropriate instrument.

Review

Career guidance objectives essentially represent a series of statements regarding where students, in general, ought to be in terms of group career development norms. Very often this "ought to be" is based upon theoretical presuppositions and is not supported by empirical data. Nevertheless, once a model has been adopted, these objectives become the developmental goals for the guidance program. The next step, in terms of

program organization and implementation, is determining where students are relative to where they "ought to be." This determination is the first stage of a needs assessment.

Standardized Instruments

For assistance in selecting a standardized instrument for assessing some aspect of career development, one can turn to the *Handbook for the Evaluation of Career Education Programs* (Developmental Associates, Inc., draft, 1974). During 1974 and 1975 a nationwide search and review of instruments which measured career education objectives was conducted as part of the study for this state of the art report. Over one hundred instruments were reviewed during two separate panel meetings. The panels recommended ten instruments for use and another four as promising.

The ten included:

1. Career Development Inventory (CDI)
2. Youth Inventory
3. New Mexico Career Education Test Series — Career Oriented Activities
4. Piers-Harris Children's Self Concept Scale
5. Coopersmith Self Esteem Inventory (long form)
6. How I See Myself
7. Assessment of Career Development (ACD)
8. Career Maturity Inventory (CMI)
9. Differential Aptitude Test (DAT)
10. Self Observation Scale

Those recommended as promising included:

1. New Mexico Career Education Test Series — Career Planning, Job Application, Career Development
2. Minnesota Cognitive Questionnaire for Career Education
3. Orientation of Career Concepts
4. Employment Readiness Scale

Recommendations were made and data were presented on what the tests actually measure, how they correspond to common career objectives, and what their limitations are.

Of the instruments approved by the panel, two are worth specific comment because they attempt to assess student career development needs in a comprehensive fashion — *The Career Maturity Inventory* (CMI) and *Assessment of Career Development* (ACD).

The Career Maturity Inventory. This instrument, developed by John O. Crites, is designed to assess what its title states — career maturity. Donald Super has provided the conceptual basis for this instrument. Essentially the CMI consists of two types of measures, an attitude scale and a competence test. The Competence Test is actually a composite of five subtests: (a) Knowing Yourself (Self-Appraisal); (b) Knowing About Jobs (Occupational Information); (c) Choosing a Job (Goal Selection); (d) Looking Ahead (Planning); (e) What Should They Do? (Problem Solving). In these tests hypothetical situations are presented and the individual is asked to choose one of five courses of action. The Attitude Scale attempts to assess the dispositions the individual has toward career choice and entering the world of work. Five dimensions are covered: (a) Involvement in the choice process; (b) Orientation toward work; (c) Independence in decision making; (d) Preference for career choice factors; (e) Conceptions of the choice process.

While the original pool of items for this instrument was rationally derived, the final selection of items for inclusion was based upon empirical considerations. Those items which differentiated among age and grade levels were included. Norms have been developed for grades 6 through 12.

Assessment of Career Development (ACD). This new instrument (1974) put out by ACT is designed for use with eighth through eleventh grades "as part of a school's developmental career guidance program." Its stated purpose is to help counselors and administrators gain the information needed to plan and develop a career guidance program and to assess programs already initiated. The scales in the ACD are structured on the following career development components:

(a) Occupational Awareness
(b) Self Awareness
(c) Career Planning and Decision Making

The Occupational Awareness components include items dealing with occupational knowledge (occupational characteristics and occupational preparation requirements) and exploratory occupational experiences (formal and informal). The components related to Self Awareness preferred job characteristics (job values and working condition preferences), career plans (educational plans, occupational preferences, certainty of occupational preferences), and perceived needs for help. Career Planning and Decision Making include career planning knowledge (basic career principles, reality factors, career planning process) and career planning involvement (seeking information, doing and experiencing, focusing information and experience, making career plans). In addition, students are asked to indicate their reactions to career guidance experiences. Also provided is the option to include up to nineteen locally developed items. A group summary report as well as a list of the individual reports are provided. Results can be compared to norms (national or local) or to performance levels expected by the schools. Guidelines for determining expected performance levels (EPL) are provided.

The employment of instruments such as the ACD or the CMI requires more than mere administration. Concepts and items need to be analyzed to see if they include those of local concern. These instruments are based upon the author's conception of vocational maturity, and of what subject matters must be mastered to develop vocationally. If local program planners and developers have a differing conception, to employ either of these instruments would be to measure by the wrong yardstick.

While ACD does allow locally selected criterion-reference assessment, the selection of criteria at this juncture would undoubtedly involve subjective judgment. What is needed are empirically validated standards and criteria. In the words of Garth Sorenson (1974):

Given my view of counseling and program

> evaluation, it seems to me that we need a criterion-referenced test battery that samples the entire domain of knowledge and skills that a student must master in the process of preparing for a career. Such a test battery would not necessarily show a student's rank in relation to other students. But the battery I am imagining would provide detailed information about what a student has learned at a particular point in his career and what he needed to learn next. It would reflect counterproductive as well as productive learning. Such a test would be truly diagnostic in that it would not only report a student's standing in relation to an absolute norm, but would also indicate his specific weaknesses and the kind of training he needed to correct those weaknesses. It would be valid for curriculum evaluation. Such a test would be complex and might be time-consuming; it would probably need to be constructed as a part of an instructional system. (p.56)

Several problems accrue relative to needs assessment in a systems approach. Foremost among them are determination and specification of goals and behavioral objectives against which students' current performances are assessed. Standards relate to standardization which, in some aspects, is contrary to the ends of guidance, but which appears to be the cornerstone of a "systems approach." Outputs are prescribed, inputs are measured, and the process is monitored until those prescribed outputs are achieved. Means to the ends (outputs) are viewed as only relevant to the degree that they produce the prescribed outputs. While the systems approach provides guidance, provides a way of planning, development, implementation and evaluation for individual or group guidance activities, it must provide more than all that. In essence, a guidance program needs to provide each student the personal attention reflecting his/her unique characteristics. Counseling is a personalized, intimate affair in which the counselor serves to promote the individual humanness of *each* counselee. It is this personal dimension that is the essence of counseling and guidance, and it is this personal dimension which differentiates counseling and guidance from other disciplines. Prescribing goals for a group, organizing to assure the achievement of the goals and objectives robs guidance and counseling of this unique dimension. Group assessment, planning and evaluation are better left to those disciplines where students are treated as groups.

Counseling is always a personalized affair; always, because even regarding vocational matters, there are *personal* choices to be made. In many cases with many students, particularly when vocational matters are of central concern, there may be similar situations and patterns of development. However, there must be some one person who accepts the responsibility for assisting the individual in analyzing unique personal problems. To such situations someone must bring particularized knowledge of the individual in order to help that person with developmental needs. This someone must be ready to adapt techniques and methods to fit the manifest needs of the individual.

Group techniques, such as classes in occupations, or infusing occupational information into curricular offerings, may assist individuals in making vocational choices. Information from such classes may stimulate the student to make a more thorough examination of a proposed occupation. However, given a responsibility to serve each student, the classes must be supplemented by a counselor's individual work with each student.

In a similar vein, the specification of performance objectives appears to be antithetical to a guidance approach. The gestalt of *individual* human development, the concern of the counselor, cannot be broken down into finite parts. A summary of John's performances in terms of behavioral objectives gives us no real picture of him. What we need is a synthetic conception of the "whole" of Johnny, not an incomplete enumeration of the parts.

The Role of Group Assessment

Since the purpose of guidance is to serve individuals, needs should be individually determined. While the counselor can serve the individual in more ways than through individual counseling, it must be remembered that individual counseling is the heart of a counseling and guidance program. As such, time to perform this vital function must be closely guarded. To obtain additional time for individual counseling and in preparation for individual counseling, certain kinds of group assessments can apply. But, in doing group assessment, the counselor needs to remember that the students and not the economy, social order, or school, are his/her concern. Group assessment should entail determination of student needs as perceived by students, not as determined by discrepancy between prescribed standards and behavior. What needs to be developed are methods and materials to determine student self-perceived needs and the means to translate these methods and materials into goals amenable to group practice. If such a translation can be effected, not only will the counselor benefit from the increased time made available by group assessment, (to provide personal attention to the individual student), but the student will enjoy the benefits of support and feedback from the group.

* * * * * * * * * *

The reader is also referred to *Needs Assessment! Who Needs It?*, by Donald G. Hays and Joan K. Linn, a publication of the ERIC Counseling and Personnel Services Information Center and the American School Counselor Association. The monograph guides "the reader through the process of needs assessment, from the initial step of obtaining commitment to the final outcome of improved program planning and development. The bibliography and appendixes are rich with materials that readers can adapt or adopt for use in their own work settings...." The publication may be obtained for $3.00 by writing to the American School Counselor Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

WISCONSIN CAREER GUIDANCE MODEL

Career Counseling: Excerpts and Summaries of Selected Readings*

From: Crites, John O. "Career Counseling: A Comprehensive Approach," *The Counseling Psychologist*, Vol. 6, No. 3, 1976.

The three principal chronological stages of any career counseling encounter: a diagnosis of the clients problem is made; the process of intervention with the client is implemented; the end, during which the outcomes of the experience are enumerated and evaluated. A comprehensive approach to career counseling is divided into one section on Model (or theory), a second on Methods (or techniques).

Diagnosis

The central issue is whether to diagnose or not. All but the client-centered approach would affirm the value of diagnosis. Client-centered: assume that *all* clients have the *same* problem, namely a lack of congruence between perceptions of self and percentions of reality. In other words, they diagnose but not *differentially*. Trait and factor: diagnosis as the *differential* classification of clients according to the distinquishing characteristics of their career problems. Define differential career problems by identifying the discrepancies which exist between career choice, on the one hand, and aptitudes and interests, on the other. *Dynamic* diagnosis asks: *Why* does the client have the problem? Indecision and indecisiveness — indecisive clients are more anxious and less mature than those with simple indecision. Differential dynamic diagnoses — attend primarily to the *content* of career choice; does not identify whatever problems arise in the client's approach to career choice. Necessitates a decisional diagnosis.

Synthesis

What is the client's problem and *why* does s/he experience it? Diagnosis: a differential diagnosis of the client's career problem in which the principal categories are 1) indecision and 2) unrealism. Second, once a dynamic diagnosis is undertaken to identify the antecedents and contingencies which have generated the problem the basic procedure is inferential, the purpose being to understand the so-called "causes" of the client's felt difficulty. Third, a decisional diagnosis of disjunctions in the process of career choice is attempted as assessed by an instrument like the *Career Maturity Inventory*.

Process

The process corresponds to an opening interview, in which the counselor collects data on the client, a second interview during which tests are interpreted, and a third interview when occupational information is presented. *Client centered:* opening self-exploration of difficulties in career decision making, intermediate internalizing or "owning" of these problems, and eventual resolution of them through "the experiencing of real and effective choice." *Psychodynamic career counseling* proceeds through three stages: exploration and contract setting, critical decision, working for change. *Developmental approach:* beginning with orientation to and readiness for decision making, progressing through exploration of self and work, culminating in planning for the future. *Behavioral career counseling:* problem identification, intervention (e.g., counterconditioning, modeling, etc.), and generalization.

Outcomes

The most generally recognized goal is to assist the client in making a career choice. The *not* making of a career decision may be equally desirable for the client's degree or rate of career development. A second outcome is the acquisition of decisional skills. Another outcome is the enhanced general adjustment status of the client.

METHODS OF COMPREHENSIVE CAREER COUNSELING

Interview Techniques

The problem in formulating a system of comprehensive career counseling is not one of the availability of interview techniques but rather of and when to best use them. Several issues remain unresolved: 1) which interview techniques are most appropriate for *different* client career problems? 2) how do differential interview techniques relate to the identifiable stages in the process of career counseling? 3) what relationship exists between interview techniques and the expected outcomes of career counseling? Interview techniques which are most appropriate to the several stages of the career counseling process range along a continuum from more to less general in form and content. In the *first* stage responses are more general. The most frequently used responses are those of 1) restatement and 2) reflection of both content and feelings. *Second* stage — counselor narrows the scope of the problem and moves toward an explicit statement of it through open-ended questions, such as "How do you mean you never made a *right* decision?" *Third* stage — problem resolution is furthered by the counselor becoming more active and directive. The dictum for the counselor is: "Know why you said what you said." Equally important is the *timing* of counselor responses. Pacing responses to coincide with the stages in the career counseling process achieves not only immediate goals but also longer range outcomes.

*Developed by Dr. Phil Perrone, Department of Counseling and Guidance, University of Wisconsin-Madison.

Test Interpretation

Increasing evidence has accumulated that the initial promise of tests has not been realized; their predictive validity has left much to be desired. For differential diagnosis, both general aptitude test and vocational interests inventory scores, as well as nontest data on career choice, are needed to identify a client's problem. The most appropriate teachniques for interpreting tests. For example, if a client has "no choice" (either indecision or indesiveness) tests are probably best interpreted by *not* directly presenting the results to the client. "Interpreting the tests without the tests" increases both accuracy and duration of test information and enhances self understanding. The test results are translated by the counselor into the vernacular of the client who, in turn, thinks and talks about them in terms of decision making process.

Occupational Information

" a client's problem is simple indecision, then the use of occupational information by the counselor to increase knowledge of the world-of-work is appropriate. Client diagnosed as indecisive usually has acquired the necessary occupational information for career choice but is unable to use it in decision making due to antecedent anxiety. Occupational information only exacerbates the anxiety. Three principal processes are available for imparting occupation information 1) present it to client in the interview; 2) client can be shaped and reinforced by the counselor to gather information on her/his own outside the interview situation. 3) a computerized occupational information system. Potential drawback is that this experience becomes an end in itself without relation to client/counselor interactions on career choice.

From: Thoresen, Carl E. and Craig K. Ewart. "Behavioral Self-Control and Career Development." *The Counseling Psychologist,* Vol. 6, No. 3, 1976.

Engineering Decision Behaviors

Roughly stated, the counselor's job is one of helping people "engineer" their own decisions. In effect, the counselor teaches the client to clarify problem situations, make tentative choices and, most importantly, to act on his or her decision. Counseling Involves teaching clients to approach life in a way that is new, demanding, and possibly threatening. Thus counselors find themselves in need of practical knowledge about how to help clients:

1. To clarify the nature and scope of the decision they must make and the goals they seek to achieve.
2. To commit themselves to undertaking and persevering in personal and environmental explorations.
3. To acquire a more accurate understanding of their needs, interests, and abilities.
4. To change self-attributions and beliefs, along with inaccurate stereotypes and misperceptions.
5. To restructure their environment to help them engage in desirable behaviors.
6. To evaluate and maintain progress in the direction of personal goals.

TABLE 1

SOCIAL LEARNING ANALYSIS: FACTORS INFLUENCING CAREER DECISIONS

A. "Environmental" Factors

(These factors influence the individual but are generally beyond his or her control, at least in any immediate sense. They are not amenable to change through counseling.)

1. Genetic Endowment and Special Abilities
   - Race
   - Sex
   - Physical characterisitcs
   - Intelligence
   - Music and art abilities
   - Muscular coordination
2. Environmental Conditions and Events
   - Number and nature of job opportunities
   - Number and nature of training opportunities
   - Social policies and procedures for selecting trainees and workers
   - Rate of return for various occupations
   - Labor
   - Natural
   - Technological
   - Social
   - Educational
   - Family and neighborhood structures

B. "Psychological" Factors

(These processes and skills determine a person's thoughts, feelings, and actions. Counselors try to help clients understand and change these inner influences.").

1. Learning Experiences
   - Instrumental learning experiences
   - Associative learning experiences
2. Task Approach Skills
   - Problem solving skills
   - Performance standards and values
   - Work habits
   - Perceptual and cognitive processes

Adapted from Krumboltz, 1976

TABLE 2

FOUR MAJOR AREAS IN TEACHING AND LEARNING SELF-CONTROL SKILLS WITH SOME QUESTIONS AND TASKS TO CONSIDER

Commitment (Developing and Sustaining "Motivation")

a. Assess what you attribute your past and present behavior to.
b. Explore your beliefs and anticipations about your ability to change and the possible consequences.
c. Find out how often you engage in positive self statements and receive encouraging comments from significant others.

Evaluating Consequences and Standards for Self-Evaluations
(Assessing and Changing Current Reinforcement and Standards)

a. Assess how currently experienced consequences may be maintaining behavior to be changed.
b. Assess long-term goals; redesign goals into series of short-term sub-goals.
c. Use self-rewarding experiences.
   — convert: Plan positive thoughts to follow successful actions.
   — overt: Plan to give yourself or have someone give you a reward for success (e.g., playing golf on Saturday, a gift, etc.)
d. Use Self-Punishing Experiences
   — covert: Plan negative thoughts and/or images to follow undesired actions immediately.
   — overt: Withhold a selected pleasant activity (e.g., watching your favorite TV show) or take away something you have (e.g., fine yourself 10 points each time an undesirable behavior occurs).

Awareness (Observing One's Behavior)

a. Notice what you say to yourself about problem situations.
b. Determine under what circumstances you currently engage in the behavior you want to change.
c. Notice how frequently you currently engage in the behavior you want to change.

Restructuring Environments (Planning Situations and Environments)

a. Establish a supportive environment: Teach family, friends and/or associates how you would like them to help.
b. Modify the stimuli or cues that prompt the behavior you want to change.
   — External: Rearrange your physical environment.
   — Internal: Alter undesirable internal cues such as thoughts and images.
c. Develop a written contract which specifies goals, behavior needed to attain those goals, environmental planning and specific consequences for success and failure.

From: Wise, Robert, Charner, Ivan and Mary Lou Randour. "A Conceptual Framework for Career Awareness in Career Decision-Making." *The Couseling Psychologist,* Vol. 6, No. 3, 1976.

Institutional influencers on career awareness and career choice, the framework first conceives career awareness to be the inventory of knowledge, values, preferences, and self-concepts which an individual draws on in the course of making career-related choice.

TABLE 3
SELF-AWARENESS SKILLS

Aspects of Career Awareness	*For Searching*	*Self-Awareness Skills For Deciding*
Knowledge	What do I know?	Do I know enough?
Values	What is important to me?	How important is this to me?
Preferences	What do I like?	How much do I like this?
Self-Concepts	What do I do well?	How good am I at this?

TABLE 4
CAREER DECISION-MAKING SKILLS

Decision-Making Skills	*Questions to be Answered*
Clarifying Goals	What do I want to achieve? When do I want to achieve it?
Gathering Information	What information do I need to have? How can I get more information?
Anticipating the Future	What social and economic changes may occur in the future? What is likely to happen to me in the future?
Interpreting Experiences	What have I done that relates to my options ? What does my experience suggest I might look for?
Identifying Opportunities	What options have I been given? What options can I imagine?
Assessing Opportunities	What are the benefits and costs of my options, for myself and others? What are my chances of succeeding with my options?

From: Knefelkamp, L. Lee and Ron Slepitza. "Cognitive-Developmental Model of Career Development — An Adaptation of the Perry Scheme." *The Counseling Psychologist,* Vol. 6, No. 3, 1976.

Areas of Qualitative Change

In the creation of the career model, we have relied most heavily upon the conceptual contribution of Perry (1970). However, Rest (1973), Kohlberg (1969, Harvey et al. (1961), and Loevinger and Wessler (1970) have also provided us with empirical support for the existence of a series of qualitative changes that make up a developmental sequence. Results of our interview data and instrument responses led us to emphasize nine areas of qualitative change. Briefly they are:

1. ***Locus of Control*** — the source to which the student turns to define themselves and their environment. We found that students progress from a position of control based upon external factors (e.g. parental admonitions, job market pressures, or results of assessment instruments) to a position where information is processed predominantly through their own internal reference points.

2. ***Analysis*** — the ability of the individual to see a subject in its diverse perspectives, breaking down the subject into its component parts. As students develop their analytic ability they increasingly become able to see cause and effect relationships.

3. ***Synthesis*** — the ability of the individual to integrate the diverse components of a subject into a complex whole. Being more complex than analysis, students did not exhibit this factor until they were rather cognitively mature (stages 6 and 7) in their approach to the world.

4. ***Semantic Structure*** — refers specifically to the nature of the verbs and qualifiers used by students in their written and spoken expressions. In this regard, students progress from a semantic structure characterized by absolutes to a more open semantic structure that allows for greater alternatives and greater use of qualifiers and modifiers.

5. ***Self-Processing*** — the ability to examine oneself and be cognizant of one's defining factors. In its emergence and development this variable closely parallels that of analysis.

6. ***Openness to Alternative Perspectives*** — the extent to which the individual is aware of and recognizes the legitimacy of other points of view and possible explanations even if the student differs with that perspective.

7. ***Ability to Assume Responsibility*** — the willingness of the student to accept the consequences of actions or decisions made regardless of unknown and unforseen interfering factors.

8. ***Ability to Take on New Roles*** — the ability of the student to expand their repertoire of abilities and behaviors within the context of new role or activity demands. The student moves from a position of not seeking new role or activity opportunities, to a seeking and mastery of them, to an ability to confidently look forward to new opportunities for self within new roles; expansion of old roles and new activities increases as role taking increases.

9. ***Ability to Take Risks with Self*** — closely related to role-taking ability, this area refers to the individual's increasing ability to risk self-esteem when new and appropriate demands are made. The individual has a fairly confident sense of self which enables them to focus on new learnings and experiences rather than on whether or not the ego will be damaged.

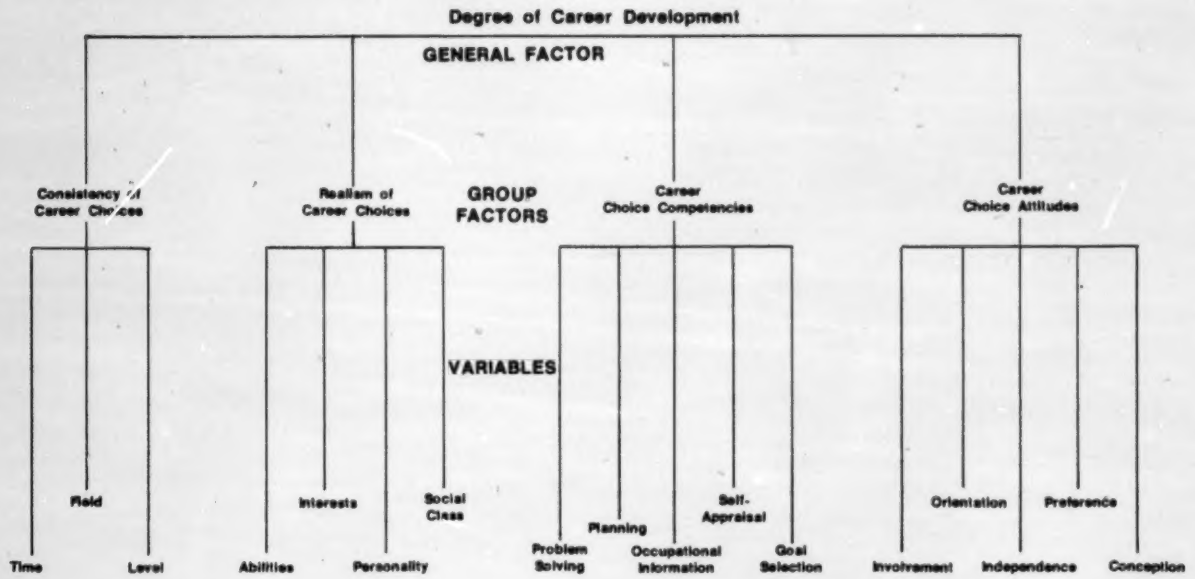
* * * * * * * * *

Stages. A student's views of these areas affects the way that individual will approach the entire career life planning process. ***Dualism:*** The first stage is characterized by simplistic, dichotomous thinking about the career life planning area, almost exclusively controlled by externals in their environment, adhering to the belief that there is only one right career for them. Are lacking in the ability to both analyze and synthesize material and exhibit only minimal processing of self in relation to the career decision making. ***Multiplicity:*** Become cognitively more complex, they become cognizant of the possibility of making right and wrong choices. The locus of control still rests on external factors. They begin to see cause and effect relationship. Shift from a faith that one right career exists to a reliance on the ***right*** decision making process to yield the right career. The Authority is the process. ***Relativism:*** The experience that can be referred to as the primary flip. Locus of control has shifted from a basically external reference point to a predominantly internal one. Student now becomes the prime focus of the decision making process. Able to utilize the skills of analysis in their approach to their own career decision making process. Individuals in this category are capable of understanding and examining a variety of career possibilities, of dealing with the positive and negative elements of each, and of seeing themselves in a variety of examined roles. ***Reflective*** stage: Enables student to 1) establish ties between career and self; 2) vicariously think about the consequences of commitments to be made, 3) confront the reality of the responsibility of commitment. ***Commitment within Relativism:*** Begin to realize and experience that choosing a career is a personal commitment of self. At first this is experienced as the feared narrowing of their world but later commitment is often seen as the beginning of the expansion into a new world. "What I am about" Career identity and self identity become more closely intertwined.

From: Holland, John L. and Gary D. Gottfredson. "Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifications. *The Counseling Psychologist*, Vol. 6, No. 3, 1976.

FIGURE 1

THE CONSTRUCT OF VOCATIONAL MATURITY



Theories of Vocational Choice and Development — a Synopsis*

1. BEILIN: Vocational choice is a point in a developmental process. He takes basic principles which hold true for developmental psychology and applies them to vocational development.
   a. Development is a continuous process.
   b. Process is irreversible.
   c. Processes are differentiable into patterns.
   d. Developmental pre-eminence.
   e. Levels of maturity — normally develop into more maturity.
   f. Period of Differentiation and Integration.
   g. Developmental pace — spurts and slowdowns of individual.
   h. Dependence to independence.
   i. Egocentric to social behavior.
   j. Interaction to interdependence.

2. BLAU, GUSTAD, JESSOR, PARNES, AND WILCOCK: No single time that young people decide upon an occupation. Eight factors, four pertaining to occupations and four characterizing individuals, determine entry.
   a. Demand for new members, more certain for employed than self-employed.
   b. Functional requirements — technical qualifications.
   c. Non-functional — factors affecting selection, i.e., looks, religion, etc.
   d. Rewards — income, prestige, status, opportunities for advancement, emotional stratifications — all conditions defined as desirable.
   e. Information people have about the occupations (requirements, rewards, opportunities).
   f. Technical skills necessary to perform.
   g. Social characteristics that affect hiring — color.
   h. Value Orientations determine relative significance of different kinds of occupations and thus the attractive force exerted by them.

   Choice is the process of compromise between preference for and expectations of being able to get into various occupations — continually modified.

3. BRILL: Always some psychic determinant laying foundations for later vocation and if not interfered with the individual is unconsciously guided to express his or her sublimination in that particular form. As in selection of a mate, a sensible person needs no advice and wants none in choosing his or her vocation; and fools will fail in spite of the best guidance.

4. CAPLOW: Error and accident play a large part; choice is made when the pupil is still remote from the world of work — made in terms of school requirements. Realistic choices involve the abandonment of old aspirations so as to arrive at a permanent sense of frustration, a permanent glow of complacency, or an irregular oscillation from one to another.

5. CARP: The model occupational level for desired and expected occupations is that of both parents and grandparents.

6. CLARK: Substantial change in rates of pay is a potent force in moving workers from one occupation to another. "Proper information regarding wages, if sufficiently impressed upon people, will lead to correct choice of occupation and correct number, provided barriers to occupations have been removed."

7. FORER: Focus on personality and emotional needs — often unconsciously.
   a. Not primarily rational or logical — somewhat blind, impulsive, emotional, and automatic process and not always subject to practical and reasonable considerations.
   b. Interests and references have unconscious roots — individual cannot elaborate beyond superficial rationalization of economic advantage and opportunity.
   c. Occupational choice, the specific occupation chosen or the fact of lack of preference, is an expression of basic personality organization and can and should satisfy basic needs.

*Developed by Dr. Phil Perrone, Department of Counseling and Guidance, University of Wisconsin-Madison.

d. Selection of a vocation, like an expression of other interests is a personal process, a culmination of the individual's unique psychological development.

8. GINSBERG, et.al.: Process of occupational decision making could be analyzed in terms of three periods — fantasy, tentative, and realistic choices.

GINSBERG STUDY (recollections of undergraduates at Columbia)

Age	Approach—Views—Attitudes
0 - 11	FANTASY PERIOD
	TENTATIVE CHOICE
12 - 13	Interests
14 - 15	Capacity
16 - 17	Values
over 17	REALISTIC CHOICE
	Integrative, looking out

9. HAVIGHURST

I. ***Identification with a Worker (Age 5-10).***

Father, mother, other significant persons.
The concept of working becomes an essential part of the ego-ideal.

II. ***Acquiring the Basic Habits of Industry (Age 10-15).***

Learning to organize one's time and energy to get a piece of work done.
Learning to put work ahead of play in appropriate situations.

III. ***Acquiring Identity as a Worker in the Occupational Structure (Age 15-25).***

Choosing and preparing for an occupation.
Getting work experience as a basis for occupational choice and for assurance of economic independence.

IV. ***Becoming a Productive Person (Age 25-40).***

Mastering the skills of one's occupation.
Moving up the ladder within one's occupation.

V. ***Maintaining a Productive Society (Age 40-70).***

Emphasis shifts toward the societal and away from the individual aspect of the worker's role. Individuals see themselves as responsible citizens in a productive society. Attention is paid to the civic responsibility attached to the job. At the peak of their careers individuals have time and energy to adorn occupations with broader types of activity.

Individuals pay attention to inducting younger people into stages III and IV.

VI. ***Contemplating a Productive and Responsible Life (Age 70+).***

This person is retired from work or is in process of withdrawing from the worker's role. He or she looks back over the work life with satisfaction, sees that he or she has made a social contribution, and is pleased with it. While he or she may not have achieved all ambitions, there is an acceptance of life and belief in self as a productive person.

10. HOLLAND: In our culture six types of people have been identified to represent the characteristic patterns of personal development: Realistic, Intellectual, Social, Conventional, Enterprising and Artistic.

a. Realistic — persons who are laborers, machine operators, aviators, farmers, truck drivers, and carpenters.
b. Intellectual — physicists, anthropologists, chemists, mathematicians, and biologists.
c. Social — social workers, teachers, interviewers, vocational counselors, and therapists.
d. Enterprising — salesmen, politicians, managers, promoters, business executives.
e. Artistic — musicians, artists, poets, sculptors, and writers.
f. Conventional — bank tellers, secretaries, bookkeepers, and file clerks.

11. HOLLINGSHEAD:

Adolescents' ideas of desirable jobs are a reflection of their experiences in the class and family culture complexes. On the other hand, the surprisingly small number choosing Class IV and V indicate lower class youngsters — on the average — have adjusted their job desires to what they may hope to achieve. By doing so, they have limited their horizons to the class horizon, and in the process they have unconsciously placed themselves in such a position that they will occupy in the class system the same levels as their parents.

12. HOPPOCK: A Composit Theory:

a. Occupations are chosen to meet needs.
b. Our choice reflects what we believe will best meet the needs which concern us.
c. Needs may be intellectually perceived or vaguely felt — either way influences choices.
d. Vocational development begins when we first become aware that an occupation can help to meet our needs.
e. Development progress and choice improves as we better anticipate how well a prospective

occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of self, occupations, and ability to think clearly.

f. Information about ourselves to help us decide.

g. Occupational information helps much in the same way as self information.

h. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

i. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

j. Occupational choice is always a subject for change when we believe a change will better meet our needs.

13. KLINE AND SCHNECK:
Must stress the origin of vocational interests, their relationship to personality organization and their relationship to individual aptitudes.

14. MENNINGER:
Perhaps three-fourths of the patients who come to psychiatrists are suffering from an incapacitating impairment of their satisfaction in work or their ability to work.

15. MILLER AND FORM+:
Individuals find their occupational goals through compounding of work experience, observation, and expectation . . . accident is the deciding factor . . . such as:

a. Birth — decides family, race, nationality, social class, residence, and to a great extent educational and cultural opportunities. Family and status establish rather definite boundaries.

b. Occupational expectation is determined by technical, educational, and social influences. RANGE OF CONSIDERED OCCUPATION IS DETERMINED LARGELY BY STATUS EXPECTATIONS WITHIN SOCIAL CLASS IN WHICH INDIVIDUAL FINDS SELF.

I. ***Preparatory — Birth — Age 14.***

Pre-school

Socialization, work role taking within the home, modeling after parents.
Experience with work tasks in the home is acquired, roots of work habits developed.

In-school

Further socialization. Character, personality and values emerge.
Secondary work models observed.

II. ***Initial — 14 — End of formal or full-time education***

Dependence upon home is weakened.
Indoctrination of work values of responsibility, willingness to work hard, get along with people, handle money, etc.
Adjust aspiration to realistic level.
Acquire technical and social skills relevant to job performance.
Adjust to a worker culture.

III. ***Trail — From school leaving — Age 34***

Select permanently a satisfying job.
Develop a career orientation: ambitious, responsive, fulfilled, confused, frustrated, or defeated.

IV. ***Stable — 35 to retirement***

Settling down in an occupation. Establishing social roots in work plant and community. Progress to highest achievement level attainable.

V. ***Retired — Retirement to death***

Adjust to non-work. Shift from work to home interests, change in status, change in friendship patterns, security, and health.

16. ROE:
Accepts Maslow's concept of a need hierarchy:

a. physiological needs
b. safety needs
c. need for belongingness and love
d. need for importance, respect, self-esteem, independence
e. need for information
f. need for understanding
g. need for beauty
h. need for self-actualization

A. Needs for which even minimum satifaction is rarely achieved, will, if higher order, become in effect expunged, or will, if lower order, prevent the appearance of higher order needs, and will become dominant and restricting motivators . . . (a child whose expressions of natural curiosity are thoroughly blocked may cease to be curious.)

B. Needs, the satisfaction of which is delayed but eventually accomplished, will become (unconscious) motivators, depending largely upon the degree of satisfaction felt . . . This is the key to the development of interests.

C. Interests are the focus of effortless, active at-

+Adapted from Chapters 15-20 of D.C. Miller and W.H. Form, *Industrial Sociology*. New York: Harper and Bros., 1951.

tention, which becomes progressively differentiated . .

a. The first and greatest differentiation is between person-directed attention and non-person-directed attention.
b. Person-directed attention may refer to other persons or to the self, and may be a resultant of excessive unwanting from persons, or of major satisfactions connected with persons.
c. The differentiation is probably fixed, for all practical purposes, by kindergarten age.
d. The counselor needs to know the major orientation of the child, patterns of interpersonal relations, and situations the child finds satisfying and those which he or she dislikes.

17. SHAFFER:

The most accurate prediction of overall job satisfaction can be made from the measure of the extent to which each person's strongest two or three needs are satisfied in the job . . . twelve needs were chosen.

a. Recognition and Approbation: Things associated with self approved by others.
b. Affections and Interpersonal relationships: Accepted and belong with others — have people with whom to form these affective relationships.
c. Mastery and Achievement: Perform satisfactorily according to one's own standards.
d. Dominance: Have power and control of others.
e. Social Welfare: Help others, have efforts result in benefits to others.
f. Self-expression: Have one's behavior consistent with one's self-concept.
g. Socio-economic status: Maintain one's self and family in accordance with certain group standards with respect to material matters.
h. Moral Value Scheme: Have one's behavior consistent with some moral code or structure.
i. Dependence: Be controlled by others, dislike responsibility for one's own behavior.
j. Creativity and Challenge: Meet new problems requiring initiative and inventiveness, and producing new and original works.
k. Economic security: Feel assured of continuing income. Unwillingness to "take a chance" in any financial matters.
l. Independence: Direct one's own behavior rather than be subject to the direction of others.

18. SUPER:

Career Pattern Study organized along following postulates:

a. Vocational behavior develops over time through a process of growth and learning providing the individual with a behavioral repertoire.
b. Develops from less complex and less effective to more complex and effective behavior with increasing age from childhood well into adulthood.
    1. Behavior becomes increasingly reality oriented.
    2. Behavior becomes more specific, less general.
c. Individual moves from one stage to another as he/she becomes more capable.
    1. Each life stage makes characteristic demands upon the individual.
    2. Meeting the vocational developmental tasks of each stage is prerequisite to handling the behavioral demands of the next life stage.
    3. Progression depends upon readiness and encountering societal demands of the next stage.
d. Vocational development evaluated with reference to maturity-normative basis:
    1. Determining vocational development tasks characteristic of each life stage.
    2. Determine behavior of those coping with the same developmental tasks.
    3. Follow a qualitative evaluation of the presumed complexity and effectiveness of such behavior.
e. The more highly developed the behavior, the more effective it will be. (VOCATIONAL MATURITY IS THEREFORE A PREDICTOR OF VOCATIONAL ADJUSTMENT)
f. Vocational behavior is a result of a variety of determinants:
    1. Some, intelligence or status, are more important than others.
    2. May vary from one stage to another in importance.
    3. Interact in affecting vocational behavior.
g. Vocational behavior is not entirely subsumed under a dealing-with-vocational-developmental-task classification.

DESCRIPTION OF VOCATIONAL LIFE STAGES

I. *Growth Stage (Birth-14).* Self-concept develops through identification with key figures in family and in school; needs and fan-

tasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are:

a. ***Fantasy (4-10).*** Needs are dominant; role-playing in fantasy is important.

b. ***Interest (11-12).*** Likes are the major determinant of aspirations and activities.

c. ***Capacity (13-14).*** Abilities are given more weight, and job requirements (including training) are considered.

II. ***Exploration State (Age 15-24).*** Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are:

a. ***Tentative (15-17).*** Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

b. ***Transition (18-21).*** Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

c. ***Trial (22-24).*** A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work.

III. ***Establishment Stage (Ages 25-44).*** Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions. Substages of the establishment stage are:

a. ***Trial (25-30).*** The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.

b. ***Stabilization (31-44).*** As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are the creative years.

IV. ***Maintenance Stage (Age 45-64).*** Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.

V. ***Decline Stage (Age 65 on).*** As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant. Substages of this stage are:

a. ***Deceleration (65-70).*** Sometimes at the time of official retirement, sometimes late in the maintenance stage, the pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Many find part-time jobs to replace their full-time occupations.

b. ***Retirement (71 on).*** As with all the specified age limits there are great variations from person to person. But, complete cessation of occupation comes for all in due course, to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death.

19. TIEDEMAN AND O'HARA:

A. Person must think about work if he/she is to have a career.

B. Career development refers to those aspects of the continuous unbroken flow of a person's experience that are of relevance to the fashioning of an identity "at work".

C. The problem of deciding may be profitably divided into two aspects, an aspect of anticipation or preoccupation and an aspect of implementation or adjustment.

1. Anticipation or Preoccupation
   a. Exploration — random, overly inquisitive.
   b. Crystallization — patterns emerge forming alternative and consequences.
   c. Choice — organize and clarify in preparing for implementation.
   d. Clarification — more information, reformation, integration.
2. Implementation or Adjustment
   a. Induction — into the social system, after looking for cues, etc., unless he/she is immediately repudiated by the social system.
   b. Reformation — after "arriving" primary mode of interaction is no longer RESPONSIVE but rather ASSERTATIVE.
   c. Integration — after assertiveness attains its desired effects, the status quo is no longer challenged compulsively, equilibrium is reestablished.

D. Career development occurs within the context of ***several*** decisions.

E. Believe stages are more numerous and more

complex (concerning self-in-situation) than now conceived.

F. GOALS OF VOCATIONAL COUNSELING – Behavior is to become consciously purposeful; evaluation is to become more meaningful; and an elaboration of self is to ensue.

THOSE PEOPLE FOR WHOM THE WORLD OF WORK HAS THE GREATEST MEANING CONSONANT WITH THEIR OWN PREVIOUSLY DEVELOPED MEANING SYSTEM WILL FIND THE GREATEST SATISFACTION AND SUCCESS IN THEIR WORK.

Authors felt theory must be different for men and women; however, they have come to increasingly feel that the kind of resolution a woman achieves in her sex role is of major influence in her career.

20. TYLER:

Became more interested in the general process of choice and less inclined to elaborate theories about vocational choice.

A person is not really molded by culture; he/she reacts to its pressures and selects from its many alternative possibilities those that best suit the emerging self.

Schools' Responsibility for Career Preparation: a Selected Bibliography

Adams, V. A. "Vocational Training: Still for Someone Else's Children." *School Management*, 1970, *14*, 12-15.

Birkel, L. F. "Learners, Teachers, and Relevance: A Shared Responsibility." *Contemporary Education*, May 1972, pp. 340-341.

Coleman, J. A. "How do the Young Become Adults." *Review of Educational Research*, Fall 1972, XLII.

Darcy, R. L. "Manpower in a Changing Curriculum." American Vocational Journal, 1969, *44* (3), 57-60.

Elkin, S. M. "Unchanging Schools, *"Intellect*, 1973, *101*, 389-392.

Education Commission of the States. *National Assessment of Educational Progress*. Report 7, Science Results B." Denver, Colorado: Education Commission of the States, 1971.

Evans, R. N. "Rationale for Career Education" in N.A.S.S.P. *Bulletin*, 1973, *57*, 57-61.

Flanagan, J. C. "Education: How and for What. *The American Psychologist*, 1973, pp. 551-556.

Folger, J. K. and Nam, C. B. "Trends in Education in Relation to the Occupational Structure." *Sociology of Education*. Fall 1964.

Garbin, A. P., Salomone, J. J., Jackson, D. P. and J. A. Ballweg. *Worker Adjustment Problems of Youth in Transition from High School to Work*. Columbus, Ohio: The Center for Vocational and Technical Education, 1970.

Ginzberg, E. "Vocational Education is not the Answer." *Phi Delta Kappan*. 1971, *52* (6), 369-371.

Goldhammer, K. and R. E. Taylor, *Career Education: Perspective and Promise*. Columbus, Ohio: Merrill, 1972.

Goodman, P. "Youth in the Organized Society." *Commentary*. 1960, *29*, 102-104.

Grekler, L. *The Schooling Gap: Signs of Progress*. Advance Report 7. Los Angeles: Division of Research, Graduate School of Business Administration, University of California, 1967.

Grubb, W. N. and M. Lazerson. "Rally 'Round the Workplace: Continuities and Fallacies in Career Education." *Harvard Educational Review*, 1975, *45* (4), 451-474.

Hoyt, K. B., Evans, R., Mackin, E. F., and G. Mangum. *Career Education: What It Is and How To Do It*. Salt Lake City, Utah: Olympus Publishing Company, 1972, pp. 35-36.

Hu, T., Lee, M. L., Stromsdorfer, E. W. and J. J. Kaufman. *A Cost Effectiveness Study of Vocational Education, A Comparison of Vocational and Non-vocational Education in Secondary Schools*. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, March, 1969.

Jacobs, J. W. "Occupational Education: Unfulfilled and Unappreciated." N.A.S.S.P. *Bulletin*, 1973, *57*, 89-93.

Kaufman, J. J. et. al. *The Role of the Secondary Schools in the Preparation of Youth for Employment*. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, 1967, 12:5-6.

Koschler, T. A. and A. L. Parker. "How Broad is Technical Education?" *Technical Education Reporter*, 1974, *1*, 11-19.

Kristol, I. "What Business is the University IN?" *Liberal Education*, 1970, *56*, 229-230.

Lathrop, R. L. *A Point of View About the Place of Vocational Education in Contemporary Education*. University Park, Pennsylvania: The Pennsylvania State University, 1968. Mimeographed.

Lathrop, R. L. "The American Educational Structure." In *Vocational Guidance and Human Development*, E. L. Herr (Ed.). Boston: Houghton-Mifflin, 1974, pp. 180-202.

Livingston, J. S. The Troubled Transition: Why College and University Graduates Have Difficulty Developing Careers in Business." *Journal of College Placement*, 1970, *30*, 34-41.

Luce, T. S. and N. R. Volksdorf, "Relevance in Education: Feast or Famine?" *intellect*, 1973, 297-299.

MacMichael, D. C. "Work Ethics: Collision in the Classroom." *Manpower*, 1974, *6* (1), 15-20.

Madden, C. H. *Education in a Changing Society*. Paper presented at the National Conference on Cooperative Education, Las Vegas, Nevada, January 1974.

Marland, S. P. *Career Education — A New Frontier*. Speech delivered at the Pennsylvania Personnel and Guidance Conference, Pittsburgh, Pennsylvania, November 1971.

Marland, S. P. "Career Education 300 Days Later." *American Vocational Journal*, 1972, *47*, 2.

Ottina, J. R. "Career Education is Alive and Well." *The Journal of Teacher Education*, 1973, *24*, (2), 84-86.

Parnell, D. "Career-Oriented Education: Mandates for Change in Secondary Schools," in *Contemporary Concepts in Vocational Education*, edited by G. F. Law, The American Vocational Association, Inc., Washington, D. C., 1971.

Reubens, B. G. "Vocational Education: Performance and Potential." *Manpower*, 1974, *6* (7), 23-30.

Shoemaker, B. R. "People, Jobs and Society: Toward Relevance in Education." *Contemporary Concepts in Vocational Education*. G. F. Law (Ed.). First Yearbook of the American Vocational Association, Washington, D. C.: The American Vocational Association, Inc., 1971, pp. 17-21.

Silberman, C. E. *Crisis in the Classroom*. New York: Random House, 1970.

Tyler, R. "Schools Needed for the Seventies" in the General Sub-Committee on Education of the Committee on Education and Labor of the House of Representatives. *Needs of Elementary and Secondary Education for the Seventies*. Washington, D. C. U. S. Government Printing Office, 1970, pp. 794-795.

Venn, G. "Career Education in Perspective — Yesterday, Today and Tomorrow." N.A.S.S.P. *Bulletin*, 1973, *57*, 371, 12-14.

Wall, C. D. "Career Education: A Better Way." *Education*, 1972, *93* (1), 51-53.

Weathersby, G. B. "Educated Manpower and National Goals." *Manpower*, 1972, *4* (10), 9-13.

Wirth, A. G. "The Vocational-Liberal Studies Controversy Between John Dewey and Others, (1900-1917)." Final Report, Project No. 7-0305, USOE, Washington University, St. Louis, Missouri, September 1970.

Wittes, S. *People and Power: Crisis in Secondary Schools*. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1970.

WISCONSIN CAREER GUIDANCE MODEL

Career in the American Culture: A Bibliography

Anderson, N. *The Dimension of Work*. New York: David McKay Co., 1964.

Becker, G. S. *Human Capital*. New York: Columbia University Press, 1964.

Bell, D. "Toward the Year 2000: Work in Progress — The Trajectory of an Idea." *Daedalus*, Vol. 29, Summer, 1967.

Blau, P. M. and O. D. Duncan. *The American Occupational Structure*. New York: John Wiley, 1967.

Caplow, T. *The Sociology of Work*. Minneapolis: U. Of Minnesota Press, 1954.

Drucker, P. F. The Age of Discontinuity: *Guidelines to our Changing Society*. New York: Harper and Row Publishers, 1909.

Lofquist, L. H. and R. V. Dawis. *Adjustment to Work*. New York: Appleton-Century-Crofts, 1969.

Miller, D. C. and W. H. Farm. *Industrial Sociology*. New York: Harper and Row Publishers, 1951.

Pavalko, R. M. *Sociology of Occupations and Professions*. Itasca, Ill.: F. E. Peacock Publishers, 1971.

Silverman, B. and M. Yanowitch (Eds.). *The Worker in "Post-Industrial Capitalism"*. New York: The Free Press, 1974.

Special Task Force to the Secretary of Health, Education and Welfare, *Work in America*. Cambridge, Mass.: The MIT Press, 1973.

Terkel, S. *Working*. New York: Pantheon Books, 1974.

U. S. Department of Labor. Manpower Report of the President. Washington, D. C.: U. S. Government Printing Office, 1972.

Williams, R. M. *American Society: A Sociological Interpretation*. New York: Alfred A. Knopf, 1960.